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San Jose East Side Union High School District, Calif.

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This report summarizing the findings of a Title III/ESEA study by a committee of 33 community leaders endorses the educational park concept as a way to provide quality education to a growing minority group student body. Special attention in the report is given to particular aspects of the proposed educational park, including its feasibility, curriculum policy, possibility of interagency support, and site and facility determination. Seventeen appendixes include a review of proposed course offerings, an outline of instructional and administrative organization, cost estimates, recommendations from ethnic and other minority groups, and architect's sketches. A related document is EA 002 037. (JK)

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REPORT OF THE BLUE RIBBON ADVISORY COMMITTEE

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EAST SAN JOSE



**EDUCATIONAL
PARK STUDY**

**TO THE
BOARD OF TRUSTEES
EAST SIDE UNION HIGH SCHOOL DISTRICT
SAN JOSE, CALIFORNIA
MAY 1968**

EA 002 036

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EAST SAN JOSE EDUCATIONAL PARK STUDY
BLUE RIBBON ADVISORY COMMITTEE

Letter of Transmittal

April 26, 1968

Board of Trustees
East Side Union High School District
12660 North Capitol Avenue
San Jose, California 95133

Gentlemen:

I am pleased to transmit herewith the report of the Blue Ribbon Advisory Committee, appointed by you on February 1, 1967, to provide overall direction and support for the East San Jose Educational Park Study.

The Committee has held thirteen meetings over a period of fifteen months. Its members have invested nearly 700 man-hours, during which they have listened to consultants on the educational park concept, reviewed the work of the major action committees, and actively discussed among themselves the implications of the concept for the East San Jose community.

For your convenience we have purposely confined our findings and recommendations to a brief seven pages. Supporting documents are included in the appendices. The complete minutes of some 110 meetings of all committees involved in the study are available in the office of the East San Jose Educational Park Study.

We are deeply aware of the far-ranging implications of the educational park concept endorsed by our report. We firmly believe that your affirmative response to our findings will result in significant improvement, not only in the education of our youth, but in the total quality of life in our community. The members and myself stand ready to meet with you at any time to discuss any part of the report or answer any questions.

Sincerely yours,



William A. Jenkins,
Chairman

**FUNCTIONS OF
BLUE RIBBON ADVISORY COMMITTEE**

1. Provide overall direction and support for the Educational Park Study.
2. Make recommendations to Board of Trustees, through the Superintendent, on the following:
 - a. Desirability of educational park concept as a viable approach to educational and community problems on the Eastside
 - b. Practicality of inter-agency cooperation in site acquisition, facilities development and administration of a school-community complex; including specific agencies to be involved and degree of involvement in educational, cultural, recreational and services components
 - c. Curriculum for educational component
 - d. Specifications for educational component
 - e. Size and location of site and specifications for park complex

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Wells Fargo Bank

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Ruffo, Ferrari, and McNeil

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San Jose Medical Clinic

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Mr. George Villalobos, Chairman
Education Committee,
Dept. of California - American G.I.
Forum

EAST SAN JOSE EDUCATIONAL PARK STUDY
REPORT OF THE BLUE RIBBON ADVISORY COMMITTEE

April 26, 1968

Introduction

The East Side Union High School District is a large district comprising an area of 180 square miles. It serves the entire east side of San Jose and environs, a population composition ranging from the very highest economic strata to the lowest poverty level. In the fall of 1967 it enrolled 11,229 students in seven high schools. Its student racial-ethnic proportions at that time were as follows: Caucasian, 63%; Mexican-American, 30%, Negro, 4.3%; Oriental, 2%; American Indian, 0.2%; other, 0.7%.

Much open space remains in the district and it is a certainty that with advancing population the number of students enrolled will continue to increase. Projections by professional demographers indicate that the enrollment will triple by 1985. Additionally, "student density" per household in the central portion of the district increased almost 50 per cent in six years--from one high school age student per six households in 1960 to one per four households in 1966. It is likely that existing pockets of poverty and/or minority group concentrations will inevitably result in some schools made up exclusively of students from such poverty and/or minority group concentrations and other schools made up exclusively of students from high income neighborhoods. This is the tragic situation many cities in the United States face today--ethnic or racial school segregation which almost inevitably results in inadequate education.¹ The Report of the National Advisory Commission on Civil Disorders clearly states the urgent need for solving the problems of minority groups. Its section on Education in the chapter, "Recommendations for National Action," cites the roles school districts can play in providing remedies. It is not surprising to find the educational solutions advised by the Commission, including educational parks, to be similar in many aspects to those contained in this report.²

¹ Equality of Educational Opportunity, U. S. Department of Health, Education, and Welfare, 1966.

² Report of the National Advisory Commission on Civil Disorders, Bantam Books, 1968.

It is with this background that the East Side Union High School District applied for and received a Federal grant for the planning of a solution to this dilemma. The planning grant (abstracted in Appendix A) was to study the concept of an educational park as a possible solution. (Full copies of the proposal are available at the Educational Park Study office.) The committee structure and functions for this study are outlined in the "Action Framework" (Appendix B).

The educational park under study would include a large secondary educational complex, perhaps the equivalent of three present high schools in one. Its basic objective would be quality education, which we all so clearly wish for our children. Its curriculum would be innovative to improve communication among ethnic and racial groups while compensating for educational and cultural disadvantage. The Park would also include educational, cultural, recreational, and social services facilities for the community. It would hopefully become a focal point for educational and cultural activities for the entire Eastside.

Some 160 interested citizens, agency representatives, local and state government officials, educators and students have for the past fifteen months been addressing themselves to this project. Innumerable committee and sub-committee man-hours have been spent in the areas of attempting to define and clarify the problem and its possible solutions. The questions to be answered were: (1) is the educational park feasible? (2) what curriculum strategies and piloted programs would best insure success? (3) what would the concept and shape of the educational facility be and where would it best be located? (4) would firm inter-agency agreements be forthcoming?

Through the work of the Curriculum Committee, the Inter-Agency Cooperation and Community Relations Committee, the Inter-Group Relations Committee, the Park Specifications and Site Needs Committee and by means of its own deliberations, the Blue Ribbon Advisory Committee concludes that:

1. The educational park is feasible.
2. Curriculum innovations can be included to meet the objectives.
3. A structural size, shape and possible site of the facility can be arrived at.
4. Firm agency support and participation can be expected.

Is the Educational Park Feasible?

The question of feasibility must be viewed from several aspects. First, the populace and those groups that represent its various interests must support it. It is our impression that such would be the case. Much enthusiasm for the concept has been in evidence during the deliberations of the various committees participating in the study. The response of community groups who have had an opportunity to hear about the concept has been generally quite positive. While formal endorsement by such groups has not been sought prior to approval of the concept by the Board of Trustees, it is our opinion that such endorsements could be obtained from a wide range of community organizations. We believe a vigorous campaign to educate the populace to the problems and their possible solution through a park concept would gain wide backing in the district.

Second, this committee has ample evidence by direct testimony from the district administrators that the educators believe that the park approach is a logical step in offering quality education to all. Thus those most directly involved in its successful implementation support the building of an educational park (see Appendix C).

Third, we believe it is financially feasible with the full support of the district's citizens. At present, few federal funds are available for site acquisition or school construction. The monies expended in building three separate secondary schools, anticipated by enrollment projections, could be pooled to build the educational facility. Though certain economies realized by more efficient utilization of features such as gyms, athletic fields, auditorium, library and food service facilities might lessen the per pupil cost, we do not suggest this as a major reason for construction of an educational park. On the contrary, this committee feels that the wisest investment an East Side Union High School District citizen can make to aid in solving the obvious pressing social problems would be to give such a facility its needed financial backing. Rough statistics to show supporting tax base and possible costs are shown in Appendices D and E.

Fourth, we have the opinion of the County Counsel (Appendix F) that a high school district can lease property for a building or space in a pre-existing building to any governmental or community non-profit agency which may

become involved in the educational park. Other groups seeking to associate themselves with the complex would probably have to be located on private lands on the periphery of the district owned property.

Thus the committee feels the park is feasible, and that it will receive the support of the populace and educators, can be effected financially and has a legal basis for its multi-agency aspect.

What Should Curriculum Policy Be?

It is self-evident that education could help solve the staggering problems facing our society. Education must be bold and aggressive in coming to grips with these problems. The educational park must have a curriculum geared to raise aspiration levels and develop occupational skills that foster maximum personal growth. To achieve this the curriculum must improve adult-youth communication, more vigorously address itself to Mexican-American and Negro problems, and community apathy.

All youth can and must be educated to provide a matrix for healthy, continuing participation in our society. Encouraging students to learn how to learn may indeed be the educator's primary responsibility. The nature of the park's facilities must nourish the individual student's growth and the development of his talents, intellectual, social and vocational; it must be sufficiently flexible to provide a dynamic program that will make all youth eager to continue education. The school day should be very flexible to achieve maximum utilization of park facilities year around. Students may be in school four, six or eight hours a day; may be in work experience and regular classes; may attend only in the evenings. Career training for the local job market must be carried out.

Smaller and/or larger classes are essential as content requires to encourage free and open discussions about things of concern to students. A pervading atmosphere of honesty and sincerity must be fostered throughout the educational system. Teachers sensitive to their fellow human beings are essential.

Bilingual teachers and teachers intimately conversant with Mexican-American and Negro culture must be sought. Groups that develop a positive image for Mexican-American and Negro students must be supported in their attempts to provide identity for and improve aspiration levels of those students. Materials and identification models from Mexican-American and Negro history and culture must become an integral part of the curriculum. Qualified Mexican-American

and Negro members must be employed in teaching and administrative positions. Liaison workers must be utilized to maintain a close relationship between teacher, home, and students. (See Appendices G, H, and I)

The guidance program must be developed on an extensively broadened base. It should not be limited to course and career guidance but should have facilities and personnel for emotional and mental health guidance when such is appropriate. Informative programs in such subjects as drug abuse must be amplified. An expanded guidance center should facilitate the transition from secondary school to the world of work and/or continuing education. The park staff could serve in a variety of ways to secure and maintain a list of scholarships, provide information on student loans and further educational opportunities, aid in job placement, and give needed aptitude and related tests.

The community should participate in the park as a multi-agency center for the entire Eastside. The fullest community agency participation would make possible utilization of these resources in the curriculum. Park library, cultural, and recreational facilities should be accessible to the community at large. Ideally, the park would also include pre-school education, primary education, junior college, and adult education; each of the levels enhancing the others and providing maximum utilization of resources available at the site for education.

The park should be the site of highest possible expectation; a place of excitement, interest and stimulation for community, students and teachers (see Appendix J).

Is Inter-Agency Support to be Expected?

If the proposed educational park is to be more than just a large secondary school with an enlightened curriculum, the community must be involved through its many agencies, both governmental and non-governmental. Progress in securing involvement by such organizations has been made. Twenty-one community agencies have reviewed their programs and have indicated the extent of their interest in being included in the educational park multi-agency complex. (Appendix K) The Santa Clara County Board of Supervisors and the San Jose City Council responded favorably to the prospect of including the services of some of their agencies in the educational park, (Appendices L and M). Thus, a great deal of interest in this project has been evidenced by these many community oriented groups.

It is felt that appropriate administrative arrangements and legal clearance (Appendix F) can be worked out if means can be found to provide funding for the necessary facilities and programs. Since this committee's function has been one of study and recommendations, no firm commitments or contracts have been sought from any agencies. If expressions of intent, however, are any gauge, this committee feels that firm agency support and participation can be expected (Appendix K).

Where Should the Facility Be Located?

The location of the educational park remains an unresolved question. The degree of success the park may have in attaining its objectives may relate directly to where it is located in the district. Some urge that it be placed as near as possible to the Mayfair area if its idealistic goals are to be attained. Others feel it should be more centrally located to its attendance area. All would hope that it be in an area to which the entire community can intimately relate. It must be accessible. The desired "ethnic mix" must be attainable. Economics will, of necessity, also play a role in site selection, i.e., land availability, developability, cost and accessible utilities.

The Park Specifications and Site Needs Committee evaluated six sites. An Augmented Site Committee was then formed to re-evaluate four of these. Reports and evaluations by these committees are appended along with a single personal statement regarding site selection by a member of the Augmented Site Committee and a staff paper regarding site. (Appendices N, O, and P)

It is obvious from this that no unanimity on site location can be reached; thus, no specific site can be recommended. This committee can only recommend that the Board of Trustees carefully weigh all factors before its final decision on site is made. This committee feels that the Board need not necessarily limit site selection to only those areas considered by the site committees.

Since the Blue Ribbon Advisory Committee is not able to resolve the site question at this time, it is suggested that an outside expert be hired to study the situation and report his findings to the Board of Trustees before site selection is made. The Board may find open hearings helpful in resolving the site question. This committee must further state that site selection is of grave importance but that what goes on in the educational park is of overriding consequence.

The district and the community must actively support a transportation system to meet the needs of the park and its attendance area.

Preliminary architectural sketches have been made and are appended (Appendix Q). This is an attempt to give a more concrete form to the shape of the proposed park buildings. Obviously, no final detailed architectural planning was envisaged for inclusion in this report.

Conclusion

This committee, after greater than a year's study, has a new appreciation of the problems faced by the East Side Union High School District. It becomes apparent that the most notable problem is how to best offer quality education in a meaningful manner to a growing minority group student body. This committee applauds the continued innovative zeal and educational experimentation carried on by the district in seeking ways to stimulate students to learn, to think, to become responsible practicing members of our society.

This committee feels the educational park concept as proposed in this report to be the next logical step in evolving a program that offers quality education for all, initially perhaps limited to secondary grades but ultimately adult education and perhaps even elementary education. Certain specialized services and classes could be available in this setting that are not possible in present smaller schools. Programs for both handicapped and gifted youth could be expanded. Changes to improve the educational opportunities of all youth, particularly minority youth, must be carried out.

This committee feels the educational park is feasible, curriculum strategies and innovations can be included to meet its objectives, a site and structural form can be arrived at and community support and participation can be expected.

APPENDIX A

ABSTRACT OF PROPOSAL, "DEVELOPING A PREVENTIVE STRATEGY
FOR MEETING TOMORROW'S EDUCATIONAL, VOCATIONAL, ETHNIC
AND SOCIETAL DEMANDS"

EDUCATIONAL PARK STUDY

ABSTRACT

Title III Proposal: Developing a Preventive Strategy for Meeting Tomorrow's Educational, Vocational, Ethnic and Societal Demands

The Problem: The East Side Union High School District serves many poor students from no-hope families living in tired neighborhoods -- Mexican-Americans, Negroes, recent in-migrants from areas where things were even worse. Among these racial and ethnic minorities and between them and the dominant white culture exist so many barriers to communication that, indeed, little of a positive nature occurs. Thus members of these groups remain hopelessly encapsulated -- caught in a cyclic pattern of unemployment, welfare, poor housing, delinquency, educational retardation.

But this situation is obviously not just a school district problem nor an East Side problem: this inherent "social dynamite" is a community problem which can have its solution only through the active involvement of all the members of that community.

Innovative or exemplary aspects of the project: The District plans to involve all segments of the community in the development of an exemplary total secondary education package that builds into the curriculum unorthodox strategies for improving communication among ethnic and racial groups while compensating for educational and cultural disadvantage. Concurrently, the educational-community park concept will be explored as an additional means of achieving the primary goals of the planning project. Although the park concept has characteristically been viewed as a means of reconstituting socially desiccated inner cities, the District perceives the creation of such a center as a preventive strategy: a means of involving the total community in a project which eliminate de facto segregation before it can occur. It is in the degree of community involvement that the project objective of developing strong community support for the concept of integration through community action will be met.

Planning Procedure: The planning period is 18 months. The Superintendent, together with the Advisory Committee, would provide overall leadership for the project. The District Superintendent and Project Director would work closely with all community agencies and the Task Force, consisting of agency representatives. The Assistant Director is responsible for all curriculum aspects of the project. At the end of six months, the following tasks will be completed: 1) feasibility report; 2) outline of curriculum strategies; 3) select curriculum strategies piloted; 4) preliminary plans for educational facility; 5) firm interagency agreements; 6) firm land acquisition needs; and 7) preliminary drawings of complex. By the end of the eighteen-month period, the following will have been accomplished: 1) curriculum strategies completed; 2) extensive field testing of educational strategies; 3) educational specifications and architect's drawings for educational facility complete and ready for bid; 4) architectural drawings for select agency contributions to park complex complete and ready for bid.

Need for financial support: A project of this scope, involving as it does a high level of community involvement, is beyond the District's present financial means.

Participating educational and cultural agencies: Among those involved are City and County Planning Commission, City and County Health, Welfare, Library and Recreational Agencies, Economic Opportunities Commission, San Jose Unified School District, Youth Science Institute and Junior Museum, Santa Clara Projects to Advance Creativity in Education, San Jose State College and University of Santa Clara, Compensatory Education Directors, the California State Board and State Department of Education, and others.

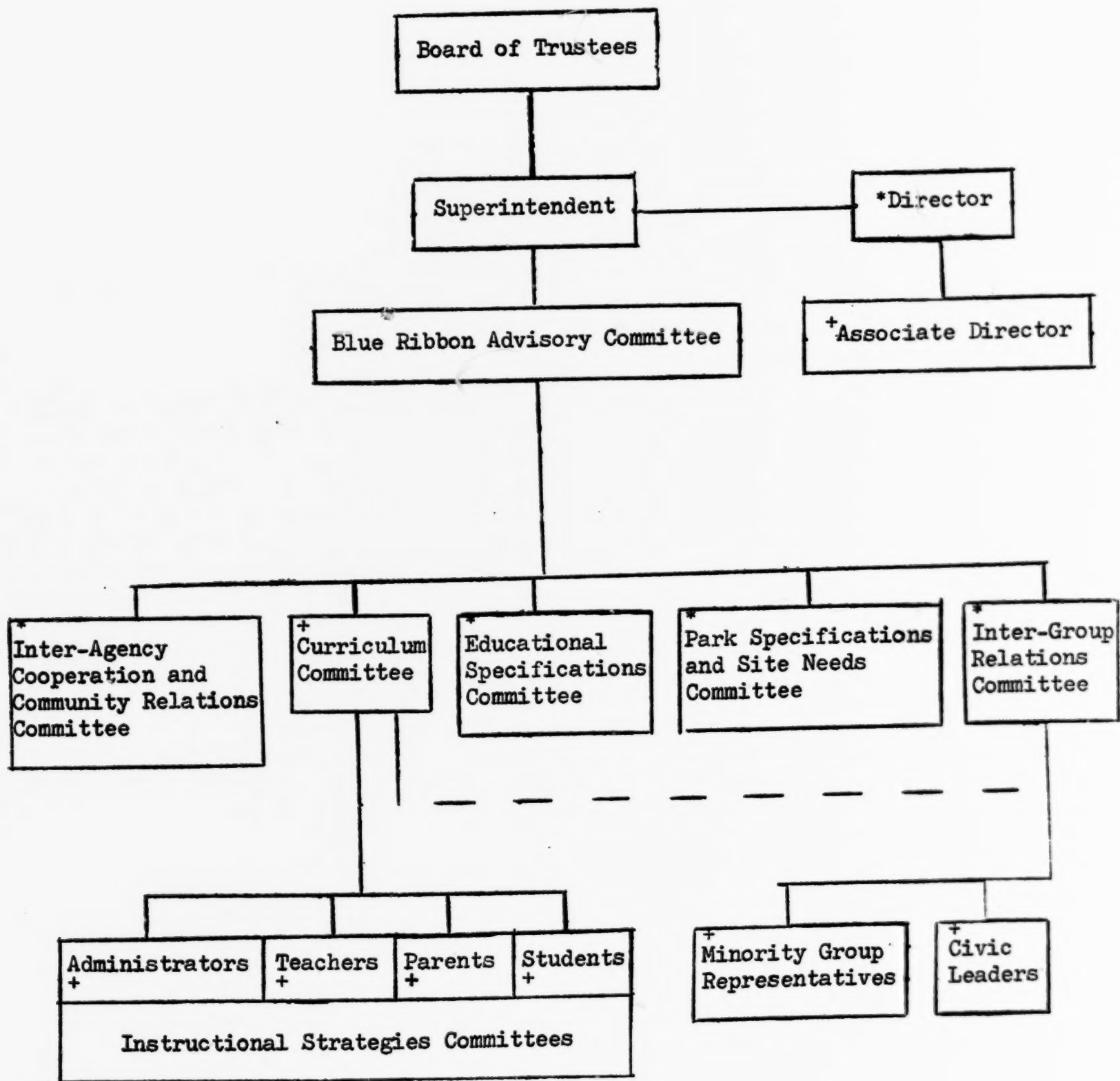
APPENDIX B

ACTION FRAMEWORK, FUNCTIONS AND MEMBERSHIP
OF ACTION COMMITTEES

East Side Union High School District

EDUCATIONAL PARK STUDY

Action Framework



- * The Director will provide staff assistance for these committees.
- + The Associate Director will provide staff assistance for these committees.

FUNCTIONS OF

INTER-AGENCY COOPERATION AND COMMUNITY RELATIONS COMMITTEE

1. Analyze agency resources, both public and non-public, available to Eastside community.
2. Analyze needs of Eastside community as they relate to agency resources.
3. Prepare, for BRC, a list of potential participating agencies.
4. Contact official boards of agencies to ascertain interest in participating in park complex.
5. Obtain, by June 1, 1967, statements of intent from agencies, including:
 - a. preliminary estimate of capital contributions to complex
 - b. preliminary statement of services to be performed
 - c. preliminary estimate of annual contribution to operating budget of complex
6. Investigate potential private and public funding for agencies involved in complex.
7. Function as liaison or coordinating board for agencies involved in study.
8. Provide EPS staff with public relations suggestions.

MEMBERS

Chairman:

Mr. Ronald R. James, Mayor
City of San Jose

Mr. Leland Clark, Director
San Jose Adult School

Miss Lois Cullison, Executive Director
Y. W. C. A.

Vice-Chairman:

Mr. Willie Ellison, Delinquency Prevention Officer, Juvenile Probation Dept.

Mrs. Margaret Enright
Child Care Center, ESUHSD

Secretary:

Mrs. Dolores Garcia, Information and Referral Aide, East Valley Opportunity Council

Mr. George F. Farrier, Librarian
Santa Clara County Free Library

Mr. George Felicetta, Coordinator
Services for the Aging
Catholic Social Service

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City of San Jose

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Youth Science Institute

Mr. Vito Cangemi, Acting Chief
Public Health Educator
Department of Health
County of Santa Clara

Mrs. Jean Hull, Manager
Youth Opportunity Center

Sgt. Arthur Knopf, Youth Protection
Unit, San Jose Police Department

Mr. Robert Carlson, Planner IV
Planning Department
City of San Jose

Dr. Chester Mason, Chairman
San Jose Fine Arts Commission

Mr. Bill H. Chin
Community Planning Specialist
Welfare Dept, County of Santa Clara

Mr. Larry Milstead, Executive Director
Junior Achievement of Santa Clara
County, Inc.

Inter-Agency Committee
Functions

Mrs. Geraldine Nurney, City Librarian
San Jose Public Library

Mr. Harry Schwartz, Director
Community Council of Central Santa
Clara County

Dr. Marvin Sherman, Clinical Psychologist
Department of Health
City of San Jose

Mrs. Cynthia Strite
Executive Director
Volunteer Bureau of Santa Clara County

FUNCTIONS OF
EDUCATIONAL SPECIFICATIONS COMMITTEE

1. Prepare outline of program to be offered in educational component of park complex.
2. Recommend attendance area to be served by educational component.
3. Recommend rationale for serving students outside attendance area.
4. Recommend rationale for including age groups other than secondary school.
5. Utilize consultants to advise on preliminary educational specifications.
6. Advise consultants on matters such as size of student body to be served, special needs of students, desires of community with respect to school program, and relationship of educational component to other components in complex.

MEMBERS

(Committee not yet operational)

FUNCTIONS OF
CURRICULUM COMMITTEE

1. Analyze effectiveness of present curriculum in meeting the three instructional strategies objectives listed in project:
 - a. to lower communications barriers between racial and ethnic groups
 - b. to facilitate the transition (while increasing the possibility of success) from secondary school to the world of work and/or continuing education
 - c. to raise aspiration levels of economically and educationally disadvantaged students
2. Utilize Instructional Strategies Committees in piloting strategies to meet these objectives.
3. Investigate the "learning to learn" concept.
4. Evaluate effectiveness of pilot projects.
5. Make curriculum recommendations, related to these objectives, for secondary school to be operated in educational component of complex.

MEMBERS

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Gordon J. Vosti, M.D.
San Jose Medical Clinic

Vice-Chairman:

Mr. Robert Lawrence, Counselor
Thomas Russell School

Secretary:

Mrs. Wesley Weber,
Parent

Members:

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Citizen

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Lodestar & Principal
Oak Grove High School, ESUHSD

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Citizen

Mr. James Doyle, Director
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Student

Mr. Max Hartdegen, Administrative
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Mrs. Virginia Tofflemire
East Valley Opportunity Council

Mr. Gerald Wasserman
Secretary
South S. J. - G. I. Forum

Mr. Wesley Weber,
Parent

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Special Programs Director
Mount Pleasant High School

Mr. Robert Nelson
Asst. Principal - Instructional &
Guidance Services
Mount Pleasant High School

Members:

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Principal
Piedmont Hills High School

Mr. John Passalacqua
Asst. Principal - Administrative
Services
Piedmont Hills High School

Mr. Don Campagna
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Samuel Ayer High School

Mr. Robert Peters
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Oak Grove High School

Mr. Thomas Dusek
Dean of Students
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Mr. Leonard Schlussel
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William C. Overfelt High School

Mrs. Jean Thomas
Counselor
William C. Overfelt
High School

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James Lick High School

Mr. William Greer
William C. Overfelt High School

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Mount Pleasant High School

Mr. Nick Leon
William C. Overfelt High School

Mrs. Joyce Baker
Samuel Ayer High School

Mr. Ron Lundstedt
Oak Grove High School

Mr. Dave Dal Porto
Mount Pleasant High School

Mr. Chuck Moomau
Samuel Ayer High School

Mr. Lucian Davis
Andrew Hill High School

Mrs. Mary Sears
Piedmont Hills High School

Mr. Ken Flanagan
James Lick High School

Mrs. Barbara Tingey
Samuel Ayer High School

Mr. William Gilmore
Andrew Hill High School

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Milpitas, California

Mrs. Zora Le Compte
San Jose, California

Vice-Chairman:

Mr. Pete Rondero
San Jose, California

Mrs. Rosa Lee Parker
San Jose, California

Mrs. Margaret Scott
Milpitas, California

Secretary:

Mrs. Wilma Brady
San Jose, California

Mrs. Rosa Vasquez
San Jose, California

Mrs. Helen Watson
San Jose, California

Members:

Mr. & Mrs. Ventura Aguilar
San Jose, California

Mr. Wesley Weber
Milpitas, California

Mr. John Angam
San Jose, California

Mrs. Leo Cheim
San Jose, California

Mrs. Lucy Guzman
San Jose, California

MEMBERS OF
STUDENTS' CURRICULUM SUB-COMMITTEE

Chairman:

Scot Stilwell
Andrew Hill High School

Members:

Lou Barbaccia
Oak Grove High School

Phil Barbaccia
Oak Grove High School

Rory Cantando
Piedmont Hills High School

Kathy Cardoza
Samuel Ayer High School

Brent Colwell
Samual Ayer High School

Jack Coward
Mount Pleasant High School

Debbie Deegan
Mount Pleasant High School

Ben Gross
Samuel Ayer High School

Steve Hausle
Samuel Ayer High School

Dennis Hill
Oak Grove High School

Sue Johnson
James Lick High School

Margie Marcus
Piedmont Hills High School

Cynthia Mark
Oak Grove High School

Joan McGuire
Andrew Hill High School

John McMillan
Overfelt High School

Richard McMillan
Overfelt High School

Jim Strauss
Piedmont Hills High School

Pam Weisgerber
Samuel Ayer High School

Laurie Woodside
Oak Grove High School

Ron Yonekawa
James Lick High School

Sharon Wray
Piedmont Hills High School

Irene (Ayse) Vurgun
Overfelt High School

Bill Zavlaris
James Lick High
School

FUNCTIONS OF
PARK SPECIFICATIONS AND SITE NEEDS COMMITTEE

1. Recommend programs to be included in each component of park complex:
 - a. Educational
 - b. Cultural
 - c. Recreational
 - d. Services (City, County, etc.)
2. Recommend size and location of site.
3. Analyze transportation needs related to total program of complex and make recommendations for meeting these needs.
4. Establish close communications with Inter-Agency Cooperation and Community Relations Committee.
5. Utilize consultants as needed.

MEMBERS

Chairman:

Mr. San Della Maggiore, Chairman
Board of Supervisors
County of Santa Clara

Mr. John Guisto
Planning Department
City of San Jose

Vice-Chairman:

Mr. Edward A. Teresi, Member
Planning Commission
County of Santa Clara

Mr. Warren McCord
Associate Planner
Planning Commission
County of Santa Clara

Secretary:

Mr. M. B. Petrick, President
Greater East San Jose Homeowner's Council

Members:

Mr. Ray Bold,
Civil Engineer

Mr. Walter Curry, Member
Planning Commission
City of San Jose

FUNCTIONS OF
INTER-GROUP RELATIONS COMMITTEE

1. Establish effective communications among the following segments of the Eastside community:
 - a. Minority groups
 - b. The poor
 - c. Policy-making agencies, e.g. school district boards, library boards, City Council and County Board of Supervisors
 - d. Molders of community opinion, including those not on official boards
 - e. Parents
 - f. The press
2. Identify areas of present and potential consensus in the above groups.
3. Sensitize other committees, on a continuing basis, regarding findings in 2 above.

MEMBERS

Chairman:

Mr. Edward M. Alvarez, Attorney at Law
Morgan, Beauzay, Wylie, Ferrari, Leahy

Mrs. Leo English,
Citizen

Vice-Chairman:

Mr. John Smith, Social Worker
Welfare Department, County of Santa Clara

Miss Susie Garza,
Student

Mr. Michael Lyons,
Student

Secretary:

Mrs. William Reeves, Counselor
Neighborhood Youth Corps
Economic Opportunity Commission of
Santa Clara County

Mrs. Mary Soto
Legal Aid Society
Economic Opportunity Commission of
Santa Clara County

Members:

Mr. Salvadore Alvarez
Social Worker

Mr. Frank E. Bumb
Investment Broker

Mr. Victor Camacho, President
Villa de San Marcos Foundation

Victor F. Corsiglia, Jr., M. D.
San Jose Medical Clinic

Mrs. A. R. Currlin
Alexian Brothers Hospital League

APPENDIX C

STAFF PAPER,
"EDUCATIONAL QUALITY AND THE LARGE HIGH SCHOOL"

Educational Park Study
East Side Union High School District
12660 North Capitol Avenue
San Jose, California 95133

EDUCATIONAL QUALITY AND THE LARGE HIGH SCHOOL

by

Henry C. Jensen, Director
Guy C. Klitgaard, Associate Director

A. INTRODUCTION

Throughout the course of the East San Jose Educational Park Study constant reference has been made to the possibility of developing a complex to serve 3000 to 5000 students. The question repeatedly arises: What can be done educationally in such a school that cannot be done in schools of 1800 students? This paper is an attempt to provide some preliminary answers.

It is axiomatic that size and quality are not automatically correlated in either a positive or negative way. Bigness does not guarantee goodness. To merely duplicate in a large school what is now being done in smaller ones holds no promise for the improvement of quality. If size is to help produce educational excellence, careful planning of educational program, physical facilities, instructional and administrative organization, and staffing are mandatory. Such planning can enable us to capitalize on the unique opportunities presented by a large school.

B. EDUCATIONAL PROGRAM

A large school enrolling two to three times as many students as schools currently in operation will make it possible for the district to expand its course offerings. Courses which have limited appeal because of their specialized nature are too expensive to offer in our present schools since they attract only a few students. In a large school, the number of students wishing to enroll in such courses would be great enough to make them economically feasible. Examples of such courses are as follows:

Art

Advanced courses in design, crafts, drawing and painting and commercial art

Business Education

Advanced courses in modern business machines, including data processing
Specialized courses leading to entry jobs

Language Arts

Advanced genre courses in drama, poetry or the novel
Creative writing
Debate

Foreign Language

Separate fourth year courses in French, German and Spanish,
rather than combined third and fourth year courses

Russian

Chinese

Homemaking

Fourth year courses in textiles, foods and home management
Commercial food service

Industrial Arts

Advanced courses in wood, metals and electronics

Industrial materials laboratory

Mathematics

Advanced Algebra and Trigonometry

Calculus

Computer programming

Vocational mathematics (correlated with vocational educational
courses)

Music

Orchestra and string programs (present orchestras are either
very small or nonexistent)

Special ensembles

Honor Band

Science

Advanced courses in chemistry, physics and biology

Astronomy

Geology

Oceanology

Social Science

Anthropology

Economics

Sociology

Foreign relations

Psychology

Vocational and Technical Education

One component of an educational park could well be a regional vocational center, drawing students from throughout the district as well as from neighboring districts. Some of the courses mentioned above, e.g. advanced business machines, advanced homemaking and computer programming, would prepare students for entry positions in local business and industry. Skills taught could range from those of relatively low order, such as cashiering and service station operations, to high order skills such as those needed in the building trades. Extensive training programs could be developed through liaison with local industry, whose changing needs would be met by continuing adaptations in the vocational and

technical offerings. It is conceivable that the school could serve as a job placement center for the district, coordinating the programs for job entry at all district schools in cooperation with local industry and employment agencies. Indeed, the location of an office of the State Employment Service's Youth Opportunity Center in the park is seen as a distinct possibility.

In a large school, the district could offer Advanced Placement courses, developed in cooperation with the College Entrance Examination Board. Students who successfully complete such courses are eligible for college credit. Some of the courses suggested above in the fields of language arts, mathematics, science and social science could be developed into Advanced Placement courses.

The specialized programs of the large school could be made available to students throughout the district through the "magnet" plan. This plan, now in use in a number of large urban high schools, would permit selected students to enroll in courses not available in smaller schools. Some such students might attend the large school full time. Others might attend part-time and return to their home schools for the remainder of the day, thus preventing a "brain drain" in those schools. The same system is now in use with students who attend the Vocational Center half day and their home schools half day. The Vocational Center is currently using San Jose City College facilities. A new facility on Hillsdale Avenue will open in September, 1968, and will be shared by four districts--East Side Union High School District, San Jose Unified School District, Santa Clara Unified School District and Campbell Union High School District.

Programs for the Handicapped

The same logic would apply to programs for physically, emotionally or mentally handicapped students. The feasibility of providing special programs for them bears a direct relationship to the enrollment base of the school. A particular virtue of such a situation is that handicapped students would become members of the student body of a comprehensive school; they would not be ignored or sent to special schools where their only contacts are with other handicapped youngsters. Current thinking in special education supports the idea of keeping such students in contact with "normal" youngsters as much as possible. It is important for both groups to accept in a positive way the unique problems and qualities of individuals who are handicapped.

Programs for the Gifted

The implication of school size for the strengthening of our programs for gifted students is worthy of special mention. At the present time 2.9% of the district's students are classified as gifted. The number of such students in any one school ranges from 30 to 70. When we consider that these students are distributed over four grade levels and that within the group of gifted students abilities and interests vary widely, it is obvious that the number of course offerings for them is extremely limited. By doubling or tripling the number of such students in a school the possibility of offering special courses to meet their needs is considerably enhanced.

Special Instructional Equipment:

In a large school, it would be economically practical to provide special instructional equipment which is prohibitively expensive for smaller schools. The sophistication of such equipment would enhance the quality of learning. Such equipment might be made available to students from all schools in the district for special short-term courses offered at times other than normal school hours. It would be possible, for instance, to teach interested students the necessary skills in key punch operation in a few weeks in early morning, late afternoon or summer classes.

Schedule Flexibility

The large school would afford an excellent opportunity for the district to break the rigid structure of the traditional six period day and to institute sound practices in flexible scheduling and individualized instruction now being pioneered in innovative schools throughout the country. The rigidity of the present schedule could be further reduced through staggered opening and closing times. There is little reason, other than administrative convenience and limitations imposed by bus schedules, to have all students arrive at and depart from school at the same time each day. Flexibility of this nature would enable students to adjust their daily schedules to accommodate outside jobs, family needs and other personal reasons related to the convenience of the individual student. It would also result in economics through greater utilization of classroom space. Practice times for athletic teams could be scheduled throughout the day to meet the convenience of players and coaches and to insure better utilization of athletic facilities.

Schedule flexibility, when combined with house plan organization, would enable the school to restructure the traditional departmentalized teacher grouping patterns for more effective attack upon the educational and personal problems of youth. Current experiments with interdisciplinary teaching teams in Project 360 at Andrew Hill High School and in the IODESTAR curriculum at Oak Grove High School point the way to continued development of this kind of instructional arrangement.

The house plan, described in Section D, could facilitate a third and more long-range type of flexibility. The rate of change in education has accelerated tremendously in recent years. Every prognosis indicates that this will continue to be the case in the future. If schools are to be sensitive to the needs of the society which supports them and to the needs of individual students, they must be capable of changing their programs quickly and efficiently. Such adaptations do not come easily in huge institutions which are monolithically organized. The house plan, by providing small, semi-autonomous units, can be utilized to institute pilot programs which can be tested on a limited basis. Such programs can be swung into action quickly since they involve only a small number of staff members in the retraining process necessary to launch instructional innovations. Unsuccessful innovations can be phased out with a minimum of institutional shock and with little or no adverse effect on the larger school. Successful programs, by contrast, can be "rippled" into existing units readily, particularly when those units are themselves small enough and flexible enough to adapt rapidly to change.

Library

A first class library is essential if education of high quality is to be provided. The large school, by combining the resources that normally would go into two or three school libraries, plus those available in a public library, could offer library services in much greater depth. Special book collections whose cost makes them too expensive in our present schools could be included in a school-community library with three or four times as many volumes as we currently carry in our school libraries. Public utilization of libraries is relatively low during the hours school is normally in session and higher from the mid-afternoon through the evening hours. An added bonus of this arrangement is the savings in construction costs which could be effected by pooling the resources of the district and the public library.

C. PHYSICAL FACILITIES

One of the most obvious advantages of the large school is that expensive, specialized facilities would be better utilized, thus effecting significant economies in capital expenditures. A couple of examples will illustrate the point. Present schools are equipped with modern physics laboratories, yet the enrollment in physics rarely justifies more than one class. Hence the costly classroom furniture and instructional equipment needed for this course are utilized only a fraction of the school day. The same may be said for instrumental music rooms, which are typically in use less than half of each school day. With a large enrollment base from which to draw, the large school, through prudent scheduling, would keep such facilities in use for their primary functions throughout the day.

Funds saved through better utilization of special facilities would be made available to purchase some of the newer types of instructional equipment now coming on the market. Information retrieval systems, video-tape machines, 8 millimeter film loop projectors, and computer-based instructional systems are illustrative of the new "educational hardware" that will become standard equipment in the better schools of the next decade.

Other facilities conceivable in a large complex could include a theater-concert hall, a science museum, and an art gallery. These would be distinct assets in the enrichment of the educational program and would elevate and enrich the cultural life of the community as a whole.

D. INSTRUCTIONAL AND ADMINISTRATIVE ORGANIZATION

Largeness of scale in an educational institution carries with it certain inherent dangers. The disturbing spectacle of student unrest in some of the nation's larger universities in recent years is familiar to all of us. There is increasing evidence that this phenomenon is now beginning to effect secondary schools. Alienation and disaffection are not the products of institutional size alone. Complex factors resulting from increasing urbanization; mass organization of society's institutions; social unrest related to issues of race, poverty and war; and the increased sophistication of the young as a result of their exposure to the mass media have all contributed to the sense of frustration and estrangement of youth. Without question, however, one of the strongest complaints of

the young is their feeling of being a number rather than a person, of having their individuality go unrecognized in the midst of huge, centralized educational bureaucracies.

Every caution must be taken in developing the instructional and administrative organization of a large school to preserve and enhance the individual uniqueness of both students and staff members. It is our opinion that this can be done through some form of the "house plan." Students would be assigned to a sub-unit or house of 600 to 700 students. This would be their school home for four years. Each house would have its own faculty and administrative staff. Its student body would be cross-sectional as to grade levels, academic abilities and ethnic groups. Students would be known individually by the house teachers, counselors and administrators. During their first two years students would spend approximately two-thirds of each school day in their own houses. This would decrease to half-time or less during the final two years. The required course work in English, mathematics, social science and perhaps science would be offered in each house. As students mature intellectually and socially they would move out of their house units to take elective courses in the specialized facilities available to all students in the large school. Each student would have the same counselor for his four years, and many of the students would have the same teacher for two or more courses. Counselors with specialized backgrounds would serve as consultants to their colleagues and to students throughout the large school. Thus, the house plan would encourage a sense of closeness and rapport between students and their teachers and counselors which is often lacking in larger units.

Student government and many student activities would be centered in the houses, thus increasing participation in co-curricular activities. Clubs, intra-mural sports, social activities and perhaps even student publications could be organized in each house, depending upon the degree of student interest. Other activities such as inter-scholastic athletics and clubs appealing to a limited number of students could be organized on a school-wide basis.

Each house would have an administrator responsible for the total program in his house. He would supervise the work of counselors and teachers. His primary responsibility would be to maintain an atmosphere conducive to good discipline and morale. His would be the task of developing a learning climate characterized by high expectations, high achievement and strong feeling of mutual respect and support among students and staff members.

Through arrangements such as these it is felt that the educational advantage of the large school can be available to all students, yet the virtues of a small school--close personal relationships and a high level of participation in student affairs--can be realized as well. We can, in a sense, have the best of two worlds.

The administrative organization of such a school could be developed in a number of ways. One such model, for a school of 4,800, would include a principal, an associate principal for instruction and guidance, an associate principal for administrative services and student activities, and an assistant principal for each of eight houses enrolling 600 students. Another model, for a school of 4,900, would include a principal, an associate principal for

instruction and guidance, an associate principal for administrative services and activities, an associate principal for community relations and special programs, and an assistant principal for each of seven houses enrolling 700 students. It is possible that either of these arrangements could permit some reduction in administrative personnel and costs over our present set-up. This is one example of how efficiency in the large school organization can be reflected in savings to the taxpayer without damage to the educational program.

E. THE STAFF

School organization is a means, not an end. Innovations in administrative and instructional organization can create the illusion of progress and ultimately become self-defeating unless the quality of learning is improved. Throughout the course of the Educational Park Study we have had considerable dialogue with parents and students. It has become clear to us through these contacts that interest in school organization occupies a place, in the minds of our "consumers," distinctly secondary to what we might term the qualitative relationship between students and teachers. Above all, students want teachers who are empathetic and understanding, who are consistent and fair in their dealings with students, and who are fully competent in their teaching fields. The district is blessed with many teachers who possess these qualities. In the development of a new school of the kind described here it is absolutely essential that staff selection procedures and in-service education programs be aimed at securing and developing this kind of teacher. In the house plan of organization, personal compatibility and the ability to work daily in a team situation would be essential.

A large school would permit the employment of teachers with a greater range of specialized skills in both vocational and academic fields. Vocational courses, Advanced Placement courses, and special programs for exceptional children will demand a level of competence above that typically required in a smaller school. Teacher expertise could be utilized more effectively since the skills of the specialists would be employed throughout most of the school day. Some of these teachers could be utilized as consultants in programs of in-service professional improvement throughout the district.

Counselors would be assigned to house units and would be assigned to a heterogeneous group of counselees. Each student would retain the same counselor for four years. Specialized skills of counselors, e.g. in academic or vocational counseling, would be made available to all students through group guidance programs.

In a district such as ours with a high proportion of Mexican-American students and a growing proportion of Negroes it is essential that members of these groups be recruited for all levels of the staff. This must be done if the program of the school is to improve the self-image and motivation of minority group students and if destructive racial and ethnic stereotypes are to be eliminated. Better intergroup relations will not take place automatically because of the presence of minority group teachers, but it will almost certainly not occur in their absence. The urgency of this matter is highlighted by the current revolution of rising expectations among the nation's minority people.

The staff should also include both lay and professional home-school liaison workers. Some of these people might very well be recruited from minority groups as part of a "New Careers" program. They would start as teacher aides and gradually be elevated to higher positions in the staff structure as they acquire additional skills. It is hoped that some of them would eventually enroll in college courses leading to a teaching credential. Their experiences in minority group cultures would be of great value in establishing close communication between home and school and in weaving the positive values of minority group history and culture into the fabric of the curriculum.

F. CONCLUSION

As we suggested at the outset, size and quality are not synonymous. We are of the firm opinion, however, that the large school can open up the possibility of improved quality in our secondary school program. Greater variety and richness in our offerings can be made available within a framework which preserves the identity and uniqueness of the individual. Economies effected through better utilization of facilities and through greater efficiency in organization can make available the latest in instructional materials and devices. Decentralized sub-units will encourage good student-staff relations and innovations in curriculum. Careful staff selection and well designed in-service education programs will help provide both specialization and openness to new ideas so essential for continuous modification of the program to meet the educational demands of the future.

Project LODESTAR has plowed significant new ground in the development of "Tomorrow's High School." Building on this foundation, the large school here described can enable us to provide the kind of educational program needed in the final quarter of this century--and beyond!

APPENDIX D

CONSULTANT'S ESTIMATES OF CONSTRUCTION COSTS

CONSULTANT'S ESTIMATES ON CONSTRUCTION COSTS

Allan M. Walter and Associates, Inc.
Architects - Planning Consultants
2060 Clarmar Way
San Jose, California

March 25, 1968

EDUCATIONAL PARK STUDY

Preliminary Cost Analysis - School Facilities

A. Based on construction cost experience and State of California construction cost allowances for recent 1,800 student high school facilities, the following cost projections for the school facilities contemplated within the Educational Park Study are submitted for consideration:

1. The total cost for surveys, working drawings, and specifications, construction, tests, inspection, furniture and contingencies = \$2,250/student for an 1,800 student facility - based on a September, 1966 bid at a State of California cost index of 1.05.

Current State of California cost index for January, 1968 = 1.10

Therefore, same construction at current costs = \$2,363/student.

The total cost for surveys, working drawings and specifications, construction, tests, inspection, furniture and contingencies = \$1,968/student for expanding facility from 1,800 students to 5,000 students - based on a September, 1966 bid at a State of California cost index of 1.05.

Current State of California cost index for January, 1968, = 1.10

Therefore, same construction at current costs = \$2,066/student.

2. Assuming an average cost increase of 3% per year not compounded, based on the Dow Building Cost Calculation of the F. W. Dodge Company:

Phased Construction

1970 = (\$2,505/student for 1,800 students)
(\$2,190/student for over 1,800 students)

1975 = \$2,500/student

1980 = \$2,810/student

1985 = \$3,120/student

Preliminary Cost Analysis - School Facilities

A. 2. Continued

Separate Schools

1970 = \$2,505/student

1975 = \$2,859/student

1980 = \$3,214/student

3. Assuming phased school facilities construction bid dates as follows:

Alternate (A)

1970 - 3,000 students total		
1,800 students @ \$2,505/student	=	\$ 4,509,000-
1,200 students @ \$2,190/student	=	2,628,000-
1975 - 1,000 students @ \$2,500/student	=	2,500,000-
1980 - 1,000 students @ \$2,810/student	=	2,800,000-
5,000 students	=	\$12,437,000-

Alternate (B)

1970 - 3,000 students total		
1,800 students @ \$2,505/student	=	\$ 4,509,000-
1,200 students @ \$2,190/student	=	2,628,000-
1975 - 750 students @ \$2,500/student	=	1,875,000-
1980 - 750 students @ \$2,810/student	=	2,107,500-
1985 - 500 students @ \$3,120/student	=	1,560,000-
5,000 students	=	\$12,679,500-

Alternate (C) (Assumes three separate schools)

1970 - 1,667 students @ \$2,505/student	=	\$ 4,175,835-
1975 - 1,667 students @ \$2,859/student	=	4,765,953-
1980 - 1,667 students @ \$3,214/student	=	5,357,738-
5,001 students	=	\$14,299,526-

B. The following unit costs based on costs and index at September, 1966, indicate the cost breakdown by items on a per student basis from which the above summary was prepared.

1. New Building Construction Cost		
Up to 1,800 students	=	\$1,556./student
Over 1,800 students	=	\$1,274./student
2. Site Development Cost	=	\$7.22/student
3. Off-Site Development Cost	=	\$53.13/student

Preliminary Cost Analysis - School Facilities

B. Continued

4. General-Site Development Cost	= \$110/student
5. Furniture and Movable Equipment Cost	= \$180./student
6. Construction Testing Cost	= \$20./student
7. Inspection Cost	= \$15./student
8. Architect and Engineering Cost	= \$146./student
9. State of California O.A.C. Plan Check Fee Cost	= \$5.30./student
10. State of California Department of Education Administration Cost	= \$.26/student
11. Topography + Soil Report Cost	= \$2.10/student
12. Contingencies Cost	= \$34.40/student
Total up to 1,800 students	= \$2,250./student
Total over 1,800 students	= \$1,968./student

APPENDIX E

BONDING CAPACITY OF EAST SIDE UNION HIGH SCHOOL DISTRICT

SCHEDULE I

EAST SIDE UNION HIGH SCHOOL DISTRICT

PROJECTED ASSESSED VALUATION
AND NET BONDING CAPACITY

1967-68 - 1977-78

<u>Years</u>	<u>July 1 Bonds Outstanding</u>	<u>Redemptions</u>	<u>Net Bonds Outstanding</u>	<u>Bonding Capacity Per A.V.</u>	<u>Net Bonding Capacity</u>
1967-68	\$13,400,000	\$ 682,000	\$12,718,000	\$15,363,000	\$2,645,000
1968-69	15,363,000	732,000	14,631,000	16,625,000	1,994,000
1969-70	16,625,000	885,000	15,740,000	18,050,000	2,310,000
1970-71	18,050,000	993,000	17,057,000	19,237,000	2,180,000
1971-72	19,237,000	1,073,000	18,164,000	20,425,000	2,261,000
1972-73	20,425,000	1,163,000	19,262,000	21,612,000	2,350,000
1973-74	21,612,000	1,257,000	20,355,000	22,800,000	2,445,000
1974-75	22,800,000	1,352,000	21,448,000	23,987,000	2,539,000
1975-76	23,987,000	1,452,000	22,535,000	25,175,000	2,640,000
1976-77	25,175,000	1,557,000	23,618,000	26,362,000	2,744,000
1977-78	26,362,000	<u>1,671,000</u>	<u>24,691,000</u>	27,550,000	<u>2,859,000</u>
		<u>\$12,817,000</u>			<u>\$26,967,000</u>

SCHEDULE II

EAST SIDE UNION HIGH SCHOOL DISTRICTPOTENTIAL SCHOOL REQUIREMENTS AND
SQUARE FOOTAGE ESTIMATES

1967-68 - 1977-78

<u>YEAR</u>	<u>ENROLLMENT</u>	<u>NEW SCHOOL</u>	<u>FOOTAGE REQUIRED</u>	<u>FOOTAGE GENERATED</u>
1968-69	12,904	Silver Creek	150,000	125,000
1969-70	14,543	#9	150,000	125,000
1970-71	15,772	#10	150,000	125,000
1971-72	17,900	#11	150,000	125,000
1972-73	19,903	***	***	***
1973-74	21,584	#12	190,000	125,000
1974-75	23,832	#13	150,000	125,000
1975-76	25,422	#14	150,000	125,000
1976-77	26,622	#15	150,000	125,000
1977-78	27,822	#16	<u>150,000</u>	<u>125,000</u>
			1,390,000	1,125,000

SCHEDULE III

EAST SIDE UNION HIGH SCHOOL DISTRICT

PROJECT REQUIREMENTS
1967-68 - 1977-78

PROJECT COSTS

Site Purchase	\$ 7,425,000
Construction, site development, Furniture, Equipment	<u>\$44,252,422</u>
TOTAL ESTIMATED COSTS	<u><u>\$51,677,422</u></u>

RE-CAP OF SITE PURCHASE
SCHOOL CONSTRUCTION & EQUIPMENT

<u>Year</u>	<u>Average Cost Estimate-Sites</u>	<u>*Estimated School Costs</u>
68-69	\$742,500	\$4,253,400
69-70	742,500	4,381,002
70-71	742,500	4,512,432
71-72	742,500	4,646,124
72-73	742,500	----
73-74	742,500	5,848,546
74-75	742,500	4,927,932
75-76	742,500	5,074,398
76-77	742,500	5,226,426
77-78	<u>742,500</u>	<u>5,382,162</u>
Total Estimated Costs	<u>7,425,000</u>	\$ <u>44,252,422</u> <u>\$51,677,422</u>

Source:

*Estimates based on McConnel Master Plan and Allan M. Walter and Associates' costs projections

Schedule IV

EAST SIDE UNION HIGH SCHOOL DISTRICTRELATION OF AUTHORIZED FUNDS TO
PROJECTED EXPENDITURES FOR SCHOOL CONSTRUCTIONDistrict Source

Bonds Authorized (1960)	\$17,000,000	
Bonds sold to date	<u>13,575,000</u>	
Unsold Bonds (1-1-68)		\$3,425,000

State Source

Authorized (1960)	9,000,000
Authorized (1964)	<u>14,800,000</u>
	\$23,800,000

Amount Borrowed to date

Site Apportionments	\$2,481,092		
School Apportionments	<u>8,969,102</u>	<u>11,450,194</u>	<u>12,349,806</u>
Total Funds Authorized			\$15,774,806

District Net Bond Capacity

Schedule I	26,967,000	
Less Current Authorization	<u>3,425,000</u>	
Additional District Funds Required		23,542,000
Additional State Funds Required		<u>12,360,616</u>
Total Bond Requirements		<u>\$51,677,422</u>

APPENDIX F
STATEMENTS FROM COUNTY COUNSEL

STATEMENTS FROM COUNTY COUNSEL REGARDING UTILIZATION OF SCHOOL
DISTRICT FACILITIES BY NON-SCHOOL AGENCIES

Office of the County Counsel
507 County Administration Building
70 West Hedding Street
San Jose, California 95110
299-2111 Area Code 408

December 29, 1967

Mr. Henry C. Jensen, Director
Educational Park Study
East Side Union High School District
12660 North Capitol Avenue
San Jose, California 95133

Dear Mr. Jensen:

You have requested our office to render opinions on several questions relating to the establishment of an educational park by a high school district in conjunction with other public agencies and private entities.

QUESTION 1

May a school district lease facilities to agents of the city, county, state or federal government? You ask whether or not the school district may lease space which is being used for instructional purposes to the public agencies. Further, you ask what hours these facilities may be leased to the public agencies.

ANSWER 1

A school district can lease real property belonging to the school district to city, county, state and federal agencies, as long as the property is not or will not at the time of delivery of possession be needed for school classroom buildings by the district owning it.

ANALYSIS 1

Education Code section 16201 reads:

"The governing boards of any school district may sell, exchange, grant or quit claim all or any of its interest in, or may lease for a term not exceeding 99 years, to the federal government or its agencies, to the state, or to any county, city and county, city or special district, or to any other school district except in cases included within Article IV (commencing at section 16151) of this chapter, any real property belonging to the school dis-

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trict, and which is not or will not at the time of delivery of title or possession be needed for school classroom buildings by the district owning it as provided in this article."

Education Code section 16203 reads:

"The board shall not enter into and be a party to any such sale, exchange or lease unless the following conditions have been met:

(a) A resolution authorizing such action and prescribing the terms of the sale, exchange or lease has been adopted by the unanimous vote of all the members elected or appointed to the board;

(b) Such resolution has been published in a newspaper of general circulation published in the district, or if there be no such newspaper, in a newspaper having a general circulation in the district, once a week for three weeks prior to the making of the sale, exchange or the execution of the lease by the board."

A high school district can, therefore, lease to the enumerated public agencies any buildings or space which was not actually or will not actually be used for classroom space. The only time that buildings used for classrooms could be occupied by the public agencies would be after regular school hours or on weekends or during school vacation periods.

QUESTION 2

May a school district lease facilities to non profit community agencies other than those operated by local, state or federal government?

ANSWER 2

A school district may lease facilities to non profit community agencies if the notice and bidding requirements of the Education Code are complied with and rent is charged.

Education Code section 16051 through 16070 sets forth the procedures by which a school district can sell or lease for a term not exceeding 99 years, any real property which will not be needed by the district for school classroom buildings at the time of delivery of possession.

QUESTION 3

May governmental agencies, through their own funds, construct buildings on property owned by a school district? If so, may the school district lease the land on which such buildings are located to the governmental agencies?

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ANSWER 3

Governmental agencies may construct buildings on school district property and become tenants for a period not to exceed ninety-nine years.

ANALYSIS 3

Again, Education Code sections 16201 and 16203 authorize a school district to lease to public agencies without complying with the bidding statutes. This eliminates the possibility that a public agency may not be low bidder for a lease in a building constructed by the public agency.

QUESTION 4

May a school district use its bonding capacity to build facilities for subsequent lease to other governmental agencies? If so, can the rentals be used to amortize the bonded indebtedness?

ANSWER 4

A school district may not use its bonding capacities to build facilities for subsequent lease to other governmental agencies.

ANALYSIS 4

Education Code section 217C1 reads as follows:

"Except as other wise provided by law, the governing board of any school district may, when in its judgment it is advisable, and shall, upon a petition of the majority of the qualified electors residing in the school district, call an election and submit to the electors of the district the question whether the bonds of the district shall be issued and sold for the purpose of raising money for the following purposes:

- (a) The purchasing of school lots.
- (b) The building or purchasing of school buildings.
- (c) The making of alterations or additions to the school building or buildings other than such as may be necessary for current maintenance, operation, or repairs.
- (d) The repairing, restoring, or rebuilding of any school building damaged, injured, or destroyed by fire or other public calamity.
- (e) The supplying of school buildings and grounds with furniture, equipment or necessary apparatus of a permanent nature.

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(f) The permanent improvement of the school grounds.

(g) The refunding of any outstanding valid indebtedness of the district, evidenced by bonds, or of state school building aid loans.

(h) The carrying out of the projects or purposes authorized in Section 15811.

Any one or more of the purposes enumerated, except that of refunding any outstanding valid indebtedness of the district evidenced by bonds, may, by order of the governing board entered in its minutes, be united and voted upon as one single proposition."

Since the non school district agencies would not be using the buildings for school purposes, the school district would be selling bonds for non school purposes.

Where the purposes for which school bonds may be issued are fixed by statute, bonds may not be issued for any other purpose, nor may bonds be issued to raise funds for matters otherwise provided for by statute, and bonds issued for an unauthorized or improper purpose are void. (Board of Supervisors of Merced County v. Cothran, 84 Cal.App.2d 6/9.)

QUESTION 5

What are the limitations on leasing school district property to private business organizations?

ANSWER 5

The limitations on private business leases are that the lease must comply with the notice and bidding requirements in Education Code sections 16051 through 16070, a ninety-nine year limitation, and relate to property which is not being used for school purposes.

QUESTION 6

What are the advantages and disadvantages to the district in establishing joint powers agreements with agencies participating in a multiagency facility?

ANSWER 6

The law relating to joint exercise of powers is found in Government Code sections 6500 through 6608. The initial problem faced by the school district is found in the requirement that signatories to a joint powers agreement can only

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enter into such an agreement if each signatory may jointly exercise any of the powers common to the other contracting powers. (Gov. Code section 6502.)

School districts, libraries and recreation districts have common powers since a school district can operate a recreation program or operate a library. However, when agencies such as the welfare department or the city and county planning commissions become involved, it becomes more difficult to satisfy the common power requirement. Of course, such agencies may enter into a joint powers agreement among themselves to purchase land, build facilities and operate their own programs in the educational park.

If a joint powers agreement was entered into between the school district and one or more of the other agencies who exercised a power common to the school district, the school district could retain control by administering the agreement. The parties could also provide for the mutual exchange of services without payment of any consideration other than such services. (Gov. Code section 6506.)

The privileges and immunities from liability, exemptions from laws, ordinances and rules, all pensions, relief, disability, workmen's compensation and other benefits which apply to the activity of officers, agents, or employees of any such public agency when performing their respective functions within the territorial limits of their respective public agencies, will apply to them to the same degree and extent while they are working as an employee of the entity created by the joint powers agreement.

Government Code section 6545 reads:

"'Project' as used in this article means...buildings,...structures, ...improvements and all facilities appurtenant thereto or provided therefor together with land and off-street parking facilities necessary therefor to be financed by revenue bonds issued pursuant to this article."

A joint powers agency may redeem the revenue bonds issued by it with rentals or tolls or other income derived through its operations. In your case, the joint powers agency could collect rentals from the school district, the city and county agencies, and private entities in order to redeem any bonds which were sold in order to buy land and buildings.

If you wish any further elaboration on these points, please do not hesitate to contact the undersigned at your convenience.

Very truly yours,

JOHN R. KENNEDY
County Counsel

Maurice B. Hill
Deputy County Counsel

Office of the County Counsel
507 County Administration Building
70 West Hedding Street
San Jose, California 95110
299-2111 Area Code 408

January 22, 1968

Henry C. Jensen, Director
Educational Park Study
East Side Union High School District
12660 North Capitol Avenue
San Jose, California 95133

Dear Mr. Jensen:

You ask whether a school district has the power to lease excess space to a private or public agency in a district administration office facility constructed with bond funds. In my letter to you of December 29, 1967, I stated that a school district could not use its bonding capacities to build facilities for subsequent lease to public or private agencies. That opinion was directed to the case where the purpose of the bond sale was to build facilities for non-school purposes only.

On the other hand, where a bond sale is held for the purpose of building school district administration buildings, it is our opinion that if there is excess space, a school district may properly lease it to public or private agencies. Refer to our December letter for the procedures to follow.

If you have any further questions relating to this problem please contact our office at your convenience.

Very truly yours,

JOHN R. KENNEDY
County Counsel

Maurice B. Hill
Deputy County Counsel

APPENDIX G
NAACP RECOMMENDATIONS

SAN JOSE BRANCH NAACP

Recommendations Concerning East Side Educational Park Study Presented to Blue Ribbon Advisory Committee on September 8, 1967

- I. These recommendations are addressed to Administrators, Staff, Blue Ribbon Advisory Committee and Task Force Committees of the East Side Educational Park Study.

II. General Purpose

- A. To emphasize the importance of the responsibility of all persons involved in the East Side Educational Park Study to assure minimum disparity between the stated philosophy and the realized or practiced philosophy. The stated philosophy, as outlined in the application for a federal grant, is as follows:

"The District plans to involve all segments of the community in the development of an exemplary secondary education package that builds into the curriculum unorthodox strategies for improving communication among ethnic and racial groups while compensating for educational and cultural disadvantage."

- B. To offer recommendations as suggested methods for assuring the realization of the stated philosophy.

III. Recommendations

In-Service Training

- A. That teachers, administrators and counselors be required to undergo in-service training in the teaching of the disadvantaged Negro; and, that said training be taught by those persons best qualified for the task, namely, Negro educators and lay members of the disadvantaged Negro communities.

Personnel

- B. That hiring of personnel is such that Negroes are included in all levels of certificated and classified employees. It is felt that the self-esteem of Negro students will be greatly enhanced by seeing Negroes as administrators, department heads, teachers and counselors. It is recommended that the District engage in actively recruiting qualified Negro personnel, rather than depend wholly on chance applications.

Counseling

- C. That the entire counseling system of the East Side District be reviewed and improved so as to:
 1. Eliminate the practice of assigning students to counselors according to specific categories, such as academic, vocational, general, etc. Frequently, youngsters labeled for these categories become permanently trapped within them and are, thereby, imbued with attitudes of self-defeat.

2. Increase the numbers of Negro counselors.
3. Remove excessive specialization in counseling duties so that personnel may become experienced in all areas of guidance.
4. Involve guidance personnel in curriculum planning.

Compensatory
Education
Programs

- D. That special compensatory programs be provided which will increase the motivational and achievement levels of those Negro children who are working below their potentials.

1. Make use of latest electronic devices, such as video tapes, electric calculators, etc.
2. Hold seminars in self-identity for Negro students.
3. Conduct seminars for parents of low-achievers discussing ways in which parents may help children to improve academic achievement.

Social
Workers

- E. That the study explore the value of school social workers whose function would be to visit students' homes and act as liaison between school and home.

Curriculum

- F. That the curriculum be carefully planned so as to include comprehensive courses in Negro history as a requirement for all students

1. That texts for courses be, as far as possible, written by Negroes.
2. That guest Negro lecturers be invited to classrooms to discuss phases of Negro history.

Libraries

- G. That libraries be coordinated with curriculum so as to include a wide range of books pertaining to Negroes and written by Negroes.

Assemblies
P.T.A.

- H. That assemblies and P.T.A. meetings be planned to include Negro speakers from the community who may serve as exemplary images for Negro students. Also, make wide use of informative films about Negro life.

(Note: NAACP will gladly provide sources for films and book lists.)

Planned
Exposure

- I. That administrators, teachers and counselors be encouraged to engage in planned exposure to Negro people. (See attached "Plan for Getting to Know Negroes Better")

IV. Summary

In view of the stated aims of the East Side Educational Park Study, and in an effort to insure the realization of the aims, the NAACP recommends that the East Side District provide for:

- A. In-service training of personnel in teaching of disadvantaged Negro pupils who may be lacking in self-esteem and low in motivation;
- B. Inclusion of Negroes in all levels of personnel;
- C. Revamping of present guidance procedures so as to better suit needs of Negro students;
- D. Compensatory programs for decreasing the achievement gap between disadvantaged Negroes and other students;
- E. Exploration of value of school social workers;
- F. Curriculum and library facilities which offer realistic study of Negro history and Negro culture;
- G. Assemblies and P.T.A. meetings which focus on Negro problems;
and
- H. Planned exposure to Negroes for teachers, administrators and counselors.

29 June 1967

APPENDIX H
MEXICAN-AMERICAN RECOMMENDATIONS

RECOMMENDATIONS FROM AD-HOC COMMITTEE MEMBERS OF
M.A.P.A., C.S.O. and G.I. FORUM

Presented to Blue Ribbon Advisory Committee on January 5, 1968

The suggestions herein contained are presented in a sincere effort to assist the Blue Ribbon Advisory Committee, the Administrators and the Staff of the East Side Educational Park Study accomplish the goals of "incorporating innovative programs...to pilot a number of instructional strategies...as to prevent 'de facto' segregation," of the student population.

We undertake this task in the fundamental premise that unless all the people are educated; given equality of opportunity and treated with personal dignity, it is idle to expect the continuance of civil liberty or the capacity for an orderly process of our society.

We concur with the general theory for an Educational Park Study but must emphasize that to the extent that the EPS fulfills its philosophy of involving "...all segments of the community in the development of an exemplary secondary package, incorporating into its curriculum unorthodox strategies," to that extent, it will justify the call for new investment of funds and faith from a community which has too long been contributing to an unsatisfactory and antiquated educational system.

Among the several factors that offer hope to the Mexican-American community with respect to acquiring a better education are the attitude towards the bi-cultural, bi-lingual students, and the expressed desire by the EPS to incorporate "exemplary original strategies."

In this spirit of cautious optimism we offer the following constructive recommendations.

I. It is imperative that teaching personnel be Americans of Mexican descent.

The benefits to the Mexican-American youths of seeing instructors of his own "raza" are innumerable. The psychological enhancement itself is of the utmost importance.

Since historically the Mexican-American has not been encouraged to attend college, and he has invariably missed out on the scholarships available, there is a virtual absence of Mexican-Americans with a credential to teach.

From the State Colleges at San Diego, Fresno and San Jose the number of prospective teachers of this ethnic minority has been increasing. The EPS must seek them and entice them to become members of the staff, utilizing whatever means it requires to attract them to the EPS.

II. Members of the Administrative Staff must include Mexican-Americans.

It is inconceivable that a program proposed to assist the members of minorities not have in the administrative level members of the largest minority residing within the jurisdiction of the program.

We feel that among the obvious attributes of having persons of this minority as administrators, the prime factor is that of personal dignity. Seeing Mexican-Americans involved in policy making positions can only provide a positive, motivational attitude on the student.

III. The Counseling program be renovated and expanded.

The fundamental objective of the counseling program must be to provide the student with an authoritative, concerned, and sincere Counselor. Since the student depends heavily upon his advice, the Counselor must know the student and objectively evaluate his potential. The Counselor must know his job.

The number of students that he serves must be minimal in order that he give each one attentive consideration.

The program must avoid lumping onto one Counselor students "earmarked" as "Academic material," Trades, i.e. carpenter, auto mechanic material, or any other designated group. We must insist that the traditional practice of classifying students into such categories, a practice which has for so long a time invariably castigated the Mexican-American youth to the "vocational" classes, be abandoned entirely.

We consider it essential that the Counselors become acquainted with his student's home environment. He must get to know the various facets of the student's life, especially when these home factors have such a tremendous impact upon the student's academic attitude. The Counselor should endeavor to visit his students' homes and to hold conferences at home between all the parties concerned.

Working in an area that encompasses such a large number of Spanish speaking persons, and where many of these people speak only Spanish, the Counselors must be able to communicate in Spanish. All Counselors must undertake their work with the idea that in today's world, with its impatience and insecurity, theirs is largely a task of being a school social worker.

IV. There must be an administrative component composed of a Mexican-American Director of community and school problems. He should have under him a group of community workers whose job will be primarily, that of helping Mexican-American families deal with the many educational problems now present and to which no one is paying attention at the present time.

V. There is a vital need for specific department charged with having readily available "Vocational Information."

The Educational Park Study should incorporate in its program, in addition to Counselors, Advisors who are available to all students and who have information relative to the changing demands of certain industries. With the influx of automation into the various fields of business and production, specialization is increasing steadily everyday. These advisors must keep up with the changing trends and be able to objectively present the positive and negative aspects of a given profession to the interested students.

VI. There must be a program which will deal with the problem of the non-English speaking student. That group should be taught in Spanish with English as a second language. Great care must be taken in the selection of the teachers since they will be very instrumental in the success of this program. An additional task imposed by the changing patterns of automation, which demands that it be introduced into the curriculum of our youth, is the wiser and constructive use of leisure time.

VII. In the realm of "exemplary original strategies" which the EPS must investigate is the more productive use of capable and successful Mexican-Americans who unfortunately did not have the opportunity to attend a college or university.

The possibility exists that Mexican-Americans can better understand and therefore be better prepared to deal with the unique problems which confront the Mexican-American youth.

There can be no rational argument contrary to the fact that Mexican-Americans in positions of authority provide for all concerned the basis for destroying myths that in essence castigate members of this minority as being inferior and incapable of holding such positions.

Mexican-Americans must be incorporated into policy making positions as program developers, as Department Heads, as research and consultant personnel and unquestionably as Counselors. Because there are not many Mexican-Americans who possess college certificates does not negate the fact that many have achieved success through empirical processes.

These persons have the quality and capability of many a certificated person and we strongly urge that through an evaluation criteria, their contribution to the education of the Mexican-American youth be utilized.

VIII. The faculty must know the Mexican-American.

If the instructors are to understand the problems effecting the success or failure of the Mexican-American youth, he must first learn his history and language.

It is essential to the success of the EPS that a program be introduced whereby the teachers, counselors and the administration of such a project learn about the culture of the Mexican-American if they are to direct and motivate this student.

We suggest that guest speakers and "resident," regular speakers be Mexican-Americans who will provide both the staff and the other students with information respective to the Mexican-American and his contribution to our society.

We further suggest that seminars be held regularly such as to provide all the students with the history of the Mexican-American in these United States.

- IX. Curriculum materials must be utilized which depict the positive contributions to America by members of this ethnic minority.

In a region, in a state, a county, a city and surrounded by a multitude of items with Spanish names, with Mexican tradition and folklore, it must be obvious to everyone that the suppression of the contributions which this minority has made to our country can no longer be ignored.

A program of study which reduces these vast influences on our society, to a mere after-thought or merely refers to them in a superficial manner, is not only negligent in presenting the truth, but must be considered bigotly.

It is our suggestion that the EPS actively seek to acquire all the written materials by Mexican-Americans that treat subject matters which the students must undertake.

- X. Associative materials such as films, art works, and library books presenting the students with the creative ability and with the history of what the Mexican-American has contributed to his society must be made available.

Books which depict the misery and struggles by this people should be in a library that serves to educate so many of their number. A Library Committee where Mexican-Americans can have equal representation, can readily suggest a number of books that will enhance the reading desire of Mexican-American young people.

- XI. We strongly urge that the entire administrative staff, including the 'Vocation' advisors, become knowledgeable of the recommendations presented by the U.C.L.A. studies on the Education of the Mexican-American.

In conclusion, we wish to review the historical situation of the Mexican-American and why it is essential that the EPS destroy these barriers.

For the majority of the Mexican-Americans the 'American Dream' has progressed without his inclusion as a full participant. Primarily because he has dark coloration, he has suffered the stigma attached to color in our society.

Because he invariably came from a poor family, he has sustained Class discrimination:

To survive socially he maintained his Spanish language; for this he has been castigated as inferior, unintelligent and lacking the 'American spirit of motivation.'

For the cultural traits that he has maintained, and which the rest of the community's population has not endeavored to learn, he traditionally has been misunderstood and further entrapped in a defeating attitude academically.

For these reasons it is imperative that the Educational Park Study recruit those Mexican-Americans that have stormed over the barriers and enlist their assistance in providing an equal opportunity to all the students of the community.

In reviewing the recommendations submitted, it is obvious that above all, the Counseling Program must be made to include an understanding of the Mexican-American culture and heritage.

It is essential that ALL administrators understand the Spanish language.

Personnel at all levels, Classified to Certificated - must include Mexican-Americans.

Job preparation information must be readily available and kept up to date respective to the changing needs of a profession.

Non-certificated Mexican-Americans must be evaluated upon other criteria besides a certificate, and utilized to their optimum contribution.

An 'In-Service' training program directed to educate the faculty and administration in the history of the Mexican-American, conducted primarily by Mexican-Americans should be instituted.

Wherever possible curriculum materials created by Mexican-Americans must be utilized, i.e. books, pamphlets, films, etc. The extra curricular program such as seminars, assemblies, guest lecturers and art works presentations should earnestly strive to include the many available Mexican-American material of the area.

The history, culture and the heritage of the Mexican-American as to his contribution to our society must be presented to the student body.

11/28/67

APPENDIX I

REPORT OF INTER-GROUP RELATIONS COMMITTEE

REPORT OF THE INTER-GROUP RELATIONS COMMITTEE
TO THE BLUE RIBBON ADVISORY COMMITTEE
(Including amendments suggested by the Blue
Ribbon Advisory Committee on December 1, 1967)

The Inter-Group Relations Committee has held ten meetings to date. In addition, members of the committee have served as hosts for a series of six neighborhood meetings involving students, parents and other citizens.

As a result of its work to date the Committee wishes to go on record endorsing the educational park concept for East San Jose. The Committee sees great potential for such a facility for the following reasons:

1. It would provide a source of community pride and identity for the Eastside.
2. It would provide an atmosphere that would engender better communication and closer harmony among all socio-economic and ethnic groups.
3. It would broaden and enrich the educational opportunities for both youth and adults in the community.
4. It would facilitate a coordinated effort by social agencies and community organizations in solving the human problems of Eastside residents.
5. It would be instrumental in preventing de facto segregation in the high schools.

The Committee recommends that in developing the educational program of the park, serious consideration be given to the following:

1. Programs designed to increase dialogue and understanding among parents, students and teachers in an effort to break down communication barriers between youth and adults.

Programs such as the following are suggested:

- a. Parent representatives from neighborhoods, selected on a rotating basis, to assist where needed in the school and to maintain continuous communication between parents, students, and school and agency personnel.
- b. A variety of cultural and recreational programs, such as music and drama groups, designed to bring youth and adults together.
- c. "Big Brother--Big Sister" programs in which upper classmen participate in the orientation of freshmen to the school.
- d. Sensitivity training groups open to parents, teachers and students.
- e. A student advisory committee to consult with the administration and faculty on matters deemed important by students.
- f. A person of administrative status assigned to the responsibility of developing and coordinating school-community liaison activities such as those suggested above.

Report of the Inter-Group
Relations Committee

2. Involving students in decision making in areas that affect them directly, such as the behavior and dress code. The Committee feels the vast majority of students are responsible. Such programs will not only encourage and support their responsibility, but will be a valuable means of developing a basis for real communication between and among the students themselves.
3. Active efforts to bring parents into a more positive relationship with the school, through increased use of parent volunteers, teacher aides (semi-professional) and school-community liaison workers drawn from the community. These efforts are especially important for low income and minority group parents.
4. The concept of counseling must be broadened. The frequency of contact between all students and their counselors should be increased, so that counselors can be more aware of students' aspirations and personal as well as educational problems. The crucial role of the teacher in the guidance process should be recognized. Counselors, in addition to their work with individual students, can serve as resource personnel to teachers.
5. The employment of additional minority group teachers. This will provide not only the needed models for minority group students but an equally needed means of breaking down stereotyped attitudes often found in the school and the community.

APPENDIX J

CURRICULUM COMMITTEE POLICY STATEMENT AND
CURRICULUM SUB-COMMITTEE RECOMMENDATIONS

EDUCATIONAL PARK STUDY CURRICULUM POLICY STATEMENT

Recommended by the Curriculum Committee
(Including amendments suggested by the Blue Ribbon
Advisory Committee on November 3, 1967)

It is self evident that education could help solve the staggering problems facing our society. Education must be bold and aggressive in coming to grips with these problems. The Educational Park must have a curriculum geared to raise aspiration levels and develop occupational skills that foster maximum personal growth. Among the main problems to achieve this, the curriculum must combat the lack of adult-youth communication, Mexican-American and/or Negro problems and community apathy.

All youth can and must be educated to provide a matrix for healthy, continuing participation in our society. The nature of the Park's facilities must be such that the Park can readily adapt itself to curriculum change. The curriculum must be sufficiently flexible to provide a dynamic program that will make all youth eager to continue education. The school day should be very flexible to achieve maximal utilization of Park facilities year around. Students may be in school four, six or eight hours a day; may be on work experience and regular classes; may attend only in the evenings.

Encouraging students to learn how to learn may indeed be the educator's primary responsibility. The curriculum must nourish the individual student's growth and development.

Smaller and/or larger classes are essential as content requires to encourage free and open discussions about things of concern to students. A pervading atmosphere of honesty and sincerity must be created throughout the educational system. Teachers sensitive to their fellow human beings are necessary. Bilingual teachers and teachers intimately conversant with Mexican-American and/or Negro culture must be sought out. Liaison workers to maintain a close relationship between teacher, home and students must be utilized.

Groups that develop a positive image for Mexican-American and/or Negro students must be supported in their attempts to provide identity and improve their aspiration levels. Material and identification models from Mexican-American and/or Negro history and culture must become an integral part of the curriculum. Qualified Mexican-American and/or Negro members must be employed in teaching and administrative positions. The fullest possible community agency participation in the Park would make possible utilization of these resources in the curriculum.

The guidance program must be developed on an extensively broadened base. An expanded guidance center should facilitate the transition from secondary school to the world of work and/or continuing education. The Park staff could serve in a number of ways to secure and maintain a number and list of scholarships,

provide information on student loans and further educational opportunities, act as a job placement center, and give needed aptitude and related tests. Career training for the local job market must be carried out.

The community must participate in the Park as a multi-agency center for the entire Eastside. Park library and recreational facilities should be accessible to the community at large. Ideally, the Park would also include pre-school education, primary education, adult education, and junior college; each of the levels enhancing the others and providing maximal utilization of resources available at the site for location.

The Park should be the site of highest possible expectation; a place of excitement, interest and stimulation for community, students and teachers.

EDUCATIONAL PARK STUDY
Administrators' Curriculum Sub-Committee

February 6, 1968

The following recommendations are submitted to the Curriculum Committee of the Educational Park Study:

1. It is recommended that in-service training to help staff understand the students and community they work with become an integral part of the Educational Park, as well as other schools. The actual program should draw upon the experience of the various in-service training programs now underway in the district schools.
2. It is recommended that an in-service training program be investigated in relation to the feeder schools of the Educational Park as well as the other district schools. The idea is to involve eighth grade feeder school teachers and ninth grade high school teachers in a program to develop mutual understanding of both school programs and eventually to provide better transition to high school, facilitate scheduling, and eliminate overlap in curriculum.
3. It is recommended that the district investigate the potential of non-certificated school-community liaison workers to provide better communication between school and community.
4. As a result of the pass-fail pilot, the following points are recommended for consideration by the Educational Park and other schools in relation to any course considered for pass-fail:
 - a. A course in which pass-fail might be offered should make the selection of whether to take the course in a pass-fail or regular letter grade system a voluntary choice on the part of the student.
 - b. Students interested in taking a course using pass-fail as the grading system should be required to make a decision on pass-fail at the beginning of the semester and be held to it for that semester. They should be required to make a decision on this at the beginning of each semester.
 - c. A teacher offering pass-fail in a course must be flexible enough to convert the student's work to a letter grade if the student has to transfer to another school.
 - d. The courses that might be considered for pass-fail at this time should only be elective courses.
 - e. Prior to offering a course using pass-fail, and prior to asking the student to make a decision about it, a thorough orientation to pass-fail must be given to both teachers and students.

Administrators' Recommendations

5. It is recommended that the visit-to-industry concepts brought to light by the pilot project be integrated into the curriculum of the Educational Park and other schools. The current integration of the concepts into the English curriculum at Overfelt High School should be watched and evaluated.
6. It is recommended that the Educational Park Study staff carefully observe and evaluate the English pilot to be started during the 1968/1969 school year.
7. It is recommended that the Educational Park Study staff follow the Overfelt High School counselor plan up for tentative implementation, as well as the work of the Guidance Committee. The Educational Park should build upon the work of these two groups in setting up its guidance program.

RECOMMENDATIONS TO THE CURRICULUM COMMITTEE

FOR THE EDUCATIONAL PARK STUDY

FROM THE

PARENTS' CURRICULUM SUB-COMMITTEE

October 27, 1967

After careful thought and consideration, the Parents' Curriculum Sub-Committee makes the following recommendations:

1. That the Educational Park become the hub of the community activity for the East Side of San Jose. With each city and county agency represented on the Park site, parents and youth would have only one place to go when they needed services. The Park should be open from morning to late evening for education, recreation and service to the community. At the same time, such a multi-agency complex must maintain the strictest confidence levels in appropriate situations, particularly in initial contacts with members of the community.
2. That the School-Community Liaison position (such as found at Overfelt and Hill high schools) be included and expanded in the Educational Park, and in other schools for that matter. Besides working closely with the community, students and teachers to help the teachers understand their students better, and interpreting the functions of the school to the community, they could also conduct group sessions with students, with teachers, with parents and with a mixture of two or three of these groups in order to break down the barriers that often exist between teacher, students, and community.
3. That the Park, as well as other schools, engage in discussion with community churches and other organizations to explore the possibilities of improving school-community communication (e.g., setting up a series of satellite study centers in church buildings).
4. That the PTA organization be examined for possible means for improving school-community communication. The present structure is not effective in this area. Community leaders should take an active role in supporting, encouraging and publicizing greater parental participation in the educational system.
5. That a monthly newsletter be developed as a means of improving school-community communication. The contents of the newsletter should be agreed upon by a committee of teachers, administrators, parents and students. Careful editing should insure high quality.

Recommendations to Curriculum Committee
From Parents' Committee

6. That all communications from the school to the home come directly from the principal to the parent. The idea is to give the communications more authority and prevent distortion by passing the communication through the student as an intermediary.
7. That communications regarding the dress code in the Park and other schools be improved by having a group of students, parents, teachers and administrators sit down and come to some agreement on what dress standards should be. It is felt that it is difficult to argue with rules when your own peers or representatives have been involved in making them.
8. That in-service training programs such as currently being developed in the district concerning school-student-community relations be continued and expanded in the Educational Park.
9. That throughout the Educational Park all teachers approach the language differences of students in a positive manner. Bi-lingualism should be encouraged and strengthened; dialects, colloquialisms and peer group systems should be respected as meaningful ways of communicating. Proper language for the proper situation should be the goal of instruction.
10. That the Educational Park remain open from morning to late evening, and that the educational schedule become highly flexible. Students should be able to set up their schedule to gain the most benefit from it. For example, many students of low income families must work to help out the family at home. With a very flexible schedule, they would have many more opportunities to find work. A student might work in the morning and take classes until late in the afternoon, or work in the afternoon and take classes in the morning and evening. Adults desiring to further their education, but working the swing shift, should be able to take classes in the morning.
11. That many people in the community be drawn upon as a resource to enrich the educational program of the Park, as well as other schools. These people could be retired or otherwise, but could make a significant contribution to the education of youth. They could come from all walks of life, teaching about their specialties, discussing their part in recent history, or relating particularly significant experiences to today's students.
12. That the curriculum be modified to include practical training for all students in job interviews, where to go to look for jobs, what to say when approaching someone

Recommendations to Curriculum Committee
From Parents' Committee

for a job and what to wear. Basically, somewhere in the curriculum the students should learn to be aggressive job seekers. This would aid students in seeking positions following high school as well as summer jobs. In connection with this, the school should work closely with the business area and collect and use material various businesses produce for prospective employees. Much of this deals with rules and regulations and the importance of the proper attitude toward work necessary to hold down a job.

13. That the office assistant's role be more efficiently utilized in the Park and the other schools as an excellent area for in-school work experience. Suggestions for improvement include specifying areas of responsibility, adequate training prior to assignment, and placement aligned with the number of spaces available.
14. That grading remain as it is for the college preparatory subjects, but that other forms of progress reporting for electives, P. E., etc., be studied. This recognizes that many grading systems are rather artificial, and that grades are necessarily important for college entry.
15. That children from poverty families and low income families not be singled out and labeled as such, but rather that a concerted effort be made to raise the aspiration level of the students. All students are capable of learning, and often capable of learning much more difficult skills than they are given credit for. Teachers should expect all students to achieve highly. If a student does not achieve as expected, then the teacher must find out why and proceed to prescribe the activities that will bring the student up to the desired level.

EDUCATIONAL PARK STUDY

Students' Curriculum Sub-Committee

February 7, 1968

The following are recommendations submitted to the Curriculum Committee of the Educational Park Study:

1. Vending Machines:

- a. A staggered lunch period is recommended for the Park and other large schools as one method to reduce crowding that occurs in using the vending machines.
- b. The kiosk plan introduced at Oak Grove is recommended for the Park and other schools as a second method to reduce crowding while the vending machines are in use.
- c. It is recommended that the district staff continue to investigate new ways of preparing and vending food in the interest of continually upgrading service.

2. School Spirit:

- a. It is recognized that spirit and involvement do not just happen. Therefore, both must be taught, encouraged and actively planned for in the Park as well as other schools.
- b. It is recommended that student leadership in communications and spirit be emphasized and particularly concentrated on the freshman level to involve students in the school early in their high school career.

3. Counseling: The following points are recommended as being necessary for an effective counselor or counseling program:

- a. The counselor must be able to get to know his/her students well. This is difficult to do under the present system and/or ratio.
- b. Implied in the above is that the counselor must develop a close contact with his/her counselees. This would involve meeting them for things other than points of conflict.
- c. All counselors should be employed full-time and if possible follow the student for all his years in the secondary school.
- d. The counselor should help the student get the best possible schedule, help the student in the area of study skills, and help with the development of job seeking skills.
- e. It was felt that better pre-scheduling information should be developed.

Students' Curriculum Sub-Committee
Recommendations

- f. The need for an academic specialist was emphasized--an expert in college entry, cost, possible financing; one who dispenses information on a regular basis during the year.
 - g. A counselor who specialized in placing students not going on to college was recommended.
 - h. Relating this to the Educational Park Study, it was suggested that possibly the counselor could be physically located close to the students in the school, perhaps with a large ratio so that an academic and placement expert for the whole park could be employed.
4. Teachers: The following points represent the students' view of an outstanding professional and should serve as guidelines in selecting staff members for the Park as well as all schools.
- a. Attempts to get to know students well.
 - b. Communicates with them on all aspects of the school program.
 - c. Is truly committed to teaching.
 - d. Is imaginative in his/her presentation.
 - e. Varies class procedure.
 - f. Knows his/her subject matter.
 - g. Possesses a sense of humor.
 - h. Respects students.
 - i. Is involved in school activities.
 - j. Is fair in evaluation.
 - k. Is available to students outside of class.
5. Learning to Learn:
- a. It is recommended that the development of study habits for the various courses, the development of intellectual curiosity, and the development of specific techniques of

Students' Curriculum Sub-Committee
Recommendations

Learning to Learn (continued)

learning should be part and parcel of each course; teachers giving a good measure of emphasis to each. Along with this, individual responsibility and leadership should be developed.

- b. If students are taught how to learn in the various subject areas, they will be able to apply these techniques in later life when and if it becomes necessary to learn more about a particular area.

6. Student Government:

- a. It is recommended that students be allowed to try their ideas in this area, regardless of the experience of past student governments. Students should be allowed to make their own successes or failures and live with them.
- b. Students should have authority in the area of school activities and budgeting, should have a hand in decisions regarding the dress and behavior code, and be involved in communications between the staff and student body.
- c. It is recommended that the students work together with the faculty and administration in the ongoing program of the school. Students do not wish to infringe on the authority or responsibility of the staff, but do wish to know more about faculty and administrative plans and thinking about the school program.

EDUCATIONAL PARK STUDY

Recommendations to the Curriculum Committee from the Teachers' Curriculum Sub-Committee

February 29, 1968

1. It is recommended that an industrial training center be developed at the Educational Park that will work hand in hand with industry in order to be closely attuned to the local job market and what training is needed for that market from time to time. This training center should be highly flexible and sensitive so that it could "tool up" rapidly in order to produce the skills necessary due to shifts within the local economy.
2. It is recommended that a job placement center become an integral part of the Educational Park.
3. It is recommended that the current work experience program be expanded manifold and that it be coordinated with other recommendations on this list.
4. A concentrated dose of vocational guidance was recommended to begin at the freshman level and continue through the entire four year program. Students should be extensively tested, particularly on aptitude, skill and verbal measures. Following this, students should explore a variety of job areas related to their current interests and test results. This would be done to help students crystalize their thinking regarding a future vocation. It would help them to develop more pertinent program schedules for the junior and senior years. It is quite possible that recent high school graduates would be quite valuable here as well as visits to industry and college.
5. A number of technical electives are recommended. The purpose of technical elective courses is to provide the student with the opportunity to learn a clerical or mechanical (or combination) skill during a short term (less than a semester), semester (90 hour) or one-year course (180 hour) immediately prior to graduation. They should be of two types: those requiring no pre-requisites, and those that build upon previous skills. Whatever the skill provided, the goal of the course should be proficiency, not familiarization or generalization. Whenever possible, methods of instruction should emphasize and utilize realistic and practical application of the skill. In order to insure that skills being developed will be marketable, an advisory committee from industry should be set up to identify shifting demands in the local market.

Technical courses should enhance basic curricular offerings by providing additional skills for regular departmental majors, realistic alternative skills for those students unable to benefit from conventional advanced courses in their chosen major field or skills unrelated to the student's

Teachers' Recommendations

major but of a personal or economic value. It is imperative that each technical course be designed realistically to provide the appropriate type (ability level) of student with competency (degree of skill) adequate to benefit from such training. Possible examples:

Technical Photography (IA or Art Dept.)	Cashiering (Business)
Librarian Assistant (English)	Clerical Pool (Business)
Industrial Sewing (Homemaking)	Report Writing (English)
Poster/Sign Painting (Art)	Food Handling (Homemaking)
Duplicating Operation (Business)	

6. It is recommended that business students concentrating on clerical/stenographic skills form a student assistant pool in their senior year in order to provide realistic experience for them. All teachers desiring a student assistant would submit requests to the pool, listing the skills they require for an assistant. Requests would be filled by an individual responsible for the pool. Students filling the requirements would be sent for personal interviews to the teacher, and the teacher would select his/her assistant from the interviewees.
7. It is recommended that the Educational Park develop a food service program to serve the entire park, both students, faculty, adult visitors, and non-school personnel employed on the site. Free meals should be provided for needy students. The main idea of such a food service operation would be to create an atmosphere in which students and adults can intermingle and talk with one another. This would serve to reduce communication barriers between teenagers and adults.
8. It is recommended that a district diagnostic center be developed at the Educational Park. Services would be provided that diagnose speech and hearing defects, low status dialects, bilingual problems, marginal achievers, psychological damage, need for attitude reformation, and need for perceptual remediation.
9. Recommended in the field of English are the following:
 - a. An approach to English that concentrates on BASIC NEEDS during the freshman and sophomore years and on GENERAL INTERESTS in the junior and senior years.
 - b. The development of a sequential phasing program in English (freshman and sophomore years, primarily). Each student would be required to pass through certain phases in reading, basic writing, speech, grammar and composition. He would move from one phase to another by jumping certain hurdles on the basis of performance.
 - c. The development of a wide variety of electives on the junior and senior levels for students to select their programs from. Utilizing individualized instruction, students would be able to select courses based on their interests, while the skill development of the course could be determined by the diagnostic testing and vocational goals. Examples of the wide variety possible include Reading Development, Independent Reading Projects, Vocational Reading, Modern Dramatic Literature, Film Appreciation, Creative Writing, Technical Writing, Negro Literature, Science Fiction and

Teachers' Recommendations

Fantasy, Drama, Speech and Debate, Rhetoric, Multi-Media Approach to Literature, Public Relations, Semantics, American Literature Themes, Shakespeare, Advanced Composition, Modern Novel, Tragedy, Satire, Poetry, Scientific Writing, and various thematic courses.

10. It is recommended that an in-service education structure be developed so that necessary training for the staff to attack specific problems as they arise can be easily instituted. In-service training must become an integral part of the school program.
11. It is recommended that the student aide and assistant programs be carefully planned and extensively used in the Educational Park.
12. A family life or health education program is recommended for development. The program should either be a special required course or structured so that all students receive this education during their regular school program. This area is becoming so important that such a program must be carefully drawn up, but once in operation it must be closely followed to assure that it is carried out.
13. It is recommended that the current mathematics program underway in the Lodestar Project be implemented at the Educational Park. This includes the interdisciplinary approach in Math I and Math II, a junior and senior Vocational Math tied in with Industrial Arts, a one semester consumer math for college preparatory students, and the development of a gifted program in math in conjunction with the district consultant for the gifted.
14. It is recommended that social studies provide many more electives for students, through individualized units of instruction (e.g. IOSUL) and/or provision for a number of quarter length courses. On the freshman level, the current Lodestar approach was suggested as a requirement, while the sophomore year could be thrown open to electives of the student's choosing. The junior year might consist of a semester of required U.S. History, followed by a number of electives based on U.S. History for the second semester. This would meet state U.S. requirements, yet provide much flexibility and student interest. The senior year would have a semester of Civics as required, followed by a wide choice of electives for the students.
15. An interdisciplinary attack for various vocational directions a student might take is recommended. For example, if the curriculum were highly individualized, a student working toward a career in the automotive field might study those aspects of physical science that apply to the automotive field, technical writing in English, mathematics related to the automotive field, and concentrate on a study of the industrial community in social studies. This would obviously involve a great deal of cooperation between departments and the development of a wide variety of individualized units, but the end product might be a significant improvement in education.
16. Industrial education. It is felt that with our present curriculum, a great number of our students are graduating from high school with no definite goal in mind and no skill or training to enter the industrial world. With this in mind the following items are suggested:

Teachers' Recommendations

The type of course outlined here is designed to bring the Industrial Community and the school into close cooperation, and give the high school graduate a saleable skill. By the junior year, the student needs to have had enough vocational guidance so that he can intelligently select a proposed entry vocation. (This does not mean changes cannot be made.)

Auto (As an example)

- I. As a junior, the student will take a year of Basic Auto 2 periods per day. In this he will build a foundation on the basic principles of the auto and decide if he wants to continue in this field.
- II. As a senior, the student will select an area of specialization. The student will be in the class two hours per day in the first semester. In the second semester the student will spend two hours per day in class and approximately 10-15 hours per week in Industry working in his area of specialization. The instructor will have release time to supervise and take care of job placement in industry.

Areas of Specialization

Automotive electronics and tune up
Service station (doesn't need Junior year in auto)
Auto body and finishing
Diagnostic specialist

Automotive machinest
Auto parts
Brakes and Frontend
Transmissions

This outline is for just one area. It should be recommended that similar adaptations be made for all or part of the following areas:

Welding
Machinest
Sheet metals
Air Conditioning
and Refrigeration
Electronics
T.V., Radio, etc.
Drafting

Hydraulic & Pneumatic
Aeronautics
Horticulture
Steno type
Cashiers
Typists
Stenographers

Dietitians
Nurses Aides
Teachers Aides

Business machines
Bookkeeping
File Clerk

plus any other area which would fit into the community industrial world.

17. It is recommended that courses for the gifted be developed to tie in with the Advanced Placement Program many colleges participate in. Some students might enter the program for enrichment, some for college credit, and some for credit in lieu of other high school courses in a particular area.
18. It is recommended that the entire scheduling set up as it now exists in our schools be studied and revised to provide the high degree of flexibility necessary to carry out many of the recommendations. Besides the possibility of running the program into the evenings, the possibility of developing a four quarter, twelve month school year should be

Teachers' Recommendations

investigated. The main idea of this would be to fully utilize the school plant for the benefit of the students, and incidentally for the benefit of the community and industry.

19. In the area of home economics it is recommended that more electives be provided to meet the needs and interests of all students in the school.
20. In the area of art it is recommended that a gallery become part of the Educational Park that provides space for students and adults in the community to display their work.
21. The committee recommends the development of art projects that build or enhance the design and beauty of the Park. The idea is that the Park should be looked upon by the student body as partly their product, something they can contribute to and identify with closely.
22. A school-community orchestra is recommended to provide ongoing music experiences for the non-professional as well as improve communications between youth and adults.
23. It is recommended that the music program be expanded to provide a wide variety of beginning music courses, extending the range of instruments to include many of interest to students but not normally taught in high school.
24. In the area of science the committee recommends a highly individualized program. Suggestions would include a continuous progress program on the freshman and sophomore levels with students exercising some choice in the science areas they explore. Many of these individualized units should be offered to other students interested in science (not as an academic vocational pursuit) with openings in their schedules. These students might take one or two short science units and then move to some other area of interest.

For the science oriented college preparatory student, a unified science program through the four years of high school should be offered. The freshman and sophomore course might be similar to that above, with the junior and senior classes providing more specialization as they do now.

25. The final recommendation is that any study of the above recommendations start by investigating similar programs already underway in the district and local area. In this way much time and effort may be saved as the new programs will profit from past experience.

APPENDIX K

REPORT OF INTER-AGENCY COOPERATION AND
COMMUNITY RELATIONS COMMITTEE

REPORT OF INTER-AGENCY COOPERATION AND COMMUNITY
RELATIONS COMMITTEE TO THE BLUE RIBBON ADVISORY
COMMITTEE

December 7, 1967

The Inter-Agency Cooperation and Community Relations Committee has held twelve meetings during the period April - December, 1967. The members of the committee represent a wide range of community agencies, both governmental and non-governmental.

Representatives from twenty-one community agencies have reviewed their programs and have indicated the extent of their interest in being included in the educational park multi-agency complex on the Eastside. Reports were received from the following agencies:

Child Care Center (East Side Union High School District)
Childrens Theater (Junior League of San Jose)
Community Council of Central Santa Clara County
County Library
East Side Y.M.C.A.
Family Service Association
Junion Achievement of Santa Clara County, Inc.
Metropolitan Adult Education Program
San Jose Fine Arts Commission
San Jose Health Dept.
San Jose Parks and Recreation Department
San Jose Police Department (Youth Protection Unit)
Santa Clara County Health Department
Santa Clara County Juvenile Probation Department(Delinquency Prevention Unit)
Santa Clara County Welfare Department
Services for the Aging (Catholic Social Service of Santa Clara County)
Volunteer Bureau
Women in Community Service
Y.W.C.A.
Youth Opportunity Center
Youth Science Institute (Junior League of San Jose)

The Committee also heard a report from Mrs. Dolores Garcia of the East Valley Opportunity Council (EOC) regarding the needs of low income families on the Eastside.

The extent of interest in the educational park exhibited by agency personnel was the basis for a resolution endorsing the concept of a school-community complex.

The resolution, adopted on August 10, 1967, is as follows:

The Inter-Agency Cooperation and Community Relations Committee endorses the concept of a school-community complex for East San Jose. The committee foresees great potential for the solution of educational and social problems of Eastside residents in such a complex. Specifically, the committee is attracted to the idea of a facility which will integrate educational, cultural, recreational, and social service programs. It is the opinion of the committee that appropriate administrative arrangements can be

Inter-Agency Report

worked out if means can be found to provide funding for the necessary facilities and programs. In taking this position, the committee recognizes the necessity of endorsement of the concept by the appropriate policy-making boards, including the Board of Trustees of the East Side Union High School District, the San Jose City Council and the Santa Clara Board of Supervisors. The committee pledges itself to work with these boards in every way possible to bridge the gap between lofty ideal and practical reality.

Most of the agencies reporting to the Committee indicated serious interest in becoming involved in the educational park. Many of them are seeking to expand their programs on the Eastside. They are also attracted by the possibility of close cooperation with the schools through case conferences and other means of close inter-agency action on the problems of students and adults. The current demands of Eastside residents for expanded health and welfare services illustrates the need for joint action of concerned agencies. The physical involvement of the agencies in the educational park would be on one or more of these levels:

1. Use of school facilities for meetings and programs currently being conducted, in process of expansion, or being considered for future development.
2. Office space for permanent location of agency personnel.
3. Special facilities to fit the programs of certain agencies.

By October it became evident that the time to approach the governing boards of interested agencies had arrived. On October 19, the Committee recommended that the staff arrange to meet with such boards for the purpose of obtaining statements of intent. Letters went out to the County Board of Supervisors, to the City Council and to the boards of several non-governmental agencies. As a result the staff was invited to meet with the County Board of Supervisors on November 14 and with the City Council on November 27. Both of these bodies responded favorably to the prospect of including the services of some of their agencies in the educational park and have directed their staffs to work with the East Side Union High School District staff in developing recommendations for the inclusion of specific agencies.

The staff has also met with the Administrative Council of the Metropolitan Adult Education Program. The Council strongly endorsed the educational park as a major adult education center. This endorsement was followed by a letter of support from the Superintendent of the San Jose Unified School District which administers the adult education program.

RECOMMENDATIONS

As a result of its deliberations to date the Committee makes the following recommendations to the Blue Ribbon Advisory Committee:

1. That the Blue Ribbon Advisory Committee endorse the Committee's resolution of August 10, 1967.

Inter-Agency Report

2. That the Blue Ribbon Advisory Committee request the approval of the East Side Union High School Board of Trustees for the development of a complex to include educational, cultural, recreational and social services components.
3. That the Blue Ribbon Advisory Committee request a statement from the County Board of Supervisors, the City Council and the governing boards of other interested agencies regarding specific services they propose for inclusion in the complex.
4. That the EPS staff obtain clarification from the County Counsel and the State Department of Education regarding legal aspects of a multi-agency facility.

APPENDIX L

EXCERPT FROM NOVEMBER 14, 1967, MINUTES OF
SANTA CLARA COUNTY BOARD OF SUPERVISORS

EXCERPT FROM NOVEMBER 14, 1967, MINUTES OF THE
SANTA CLARA COUNTY BOARD OF SUPERVISORS

TO WHOM IT MAY CONCERN:

The following is an excerpt from the minutes of the Board of Supervisors of the County of Santa Clara held November 14, 1967, Minute Book 48:

5. Mr. Frank Fiscalini, Superintendent, East Side Union High School District, addresses the Board in support of his letter dated October 24, 1967, relative to a study financed by federal funding which is being conducted by the District to explore the feasibilities and obtain necessary agency commitments for the cultural-recreational components of an educational-community park. Mr. Henry Jensen, School District Study Director, comments on the concept of this large complex which would provide more than educational services to people of all ages on the east side. Mr. Jensen advises that it is proposed that the educational park would include educational, cultural, recreational and social services components to include a 3,000 to 5,000 student high school, a joint-use laboratory, library, art gallery, theater, concert hall, recreational and athletic facilities, and social services to include services provided by the City and County agencies. Mr. Jensen advises that day care centers for youngsters are to be included in the park and facilities for the elderly are being discussed as well as some kind of public transportation. Mr. Fiscalini asks the Board whether it is feasible for the County of Santa Clara to participate in a project of this nature, and, if so, states that certain commitments involving both operating and capital improvements must be made. During general discussion Supervisor Della Maggiore suggests the staff bring to the Board a list of County services which could be included in the park and suggests that another meeting be arranged to discuss the matter. Each Board member indicates his individual acceptance of the concept of an educational-community park. No formal action is taken.

ATTEST: JEAN PULLAN, Clerk of
the Board of Supervisors

APPENDIX M

EXCERPT FROM NOVEMBER 27, 1967, MINUTES OF
SAN JOSE CITY COUNCIL

EXCERPT FROM NOVEMBER 27, 1967, MINUTES OF THE

SAN JOSE CITY COUNCIL

EDUCATIONAL PARK SYSTEM

The Assistant City Clerk files recommendation of the Committee of the Whole that the concept of the Educational Park System be approved, that Paragraph 2 of the communication from the Superintendent of the East Side Union High School District be included in the intent to cooperate and that the administration resolve the details. Councilman Solari moves approval of said recommendation, seconded by Councilman Miller and unanimously adopted.

(Note: Paragraph 2, referred to above, is from a letter of October 24, 1967, to the City Council from Superintendent Frank Fiscalini. The paragraph is as follows:

"To meet this objective, ['to explore the feasibilities and obtain necessary agency commitments for the cultural-recreational components of an education-community park'] we established the Inter-Agency Cooperation and Community Relations Committee. This committee, chaired by Mayor Ronald James, is composed of high level representatives from city and county departments and non-governmental social service agencies. In a series of ten meetings, held during the past six months, these representatives have expressed their views on the possibilities of their agencies' participation in such a complex."

APPENDIX N

REPORT OF PARK SPECIFICATIONS AND
SITE NEEDS COMMITTEE

APPENDIX N

EXPLANATORY NOTE

The attached report was completed by the Park Specifications and Site Needs Committee on January 10, 1968, and submitted to the Blue Ribbon Advisory Committee on February 2, 1968. The full report is shown so that the Board of Trustees may be advised of the work of this committee. The Board should take note, however, of the following excerpt from the minutes of the Blue Ribbon Advisory Committee of February 2, 1968:

"It was moved by Mr. Alvarez and seconded by Mr. Brooks that the Blue Ribbon Advisory Committee accept the report on the six sites and Group II criteria (without totals), that an interim committee be formed, to be composed of those present from the Park Specifications and Site Needs Committee augmented by an equal number of minority group representatives, for the purpose of examining and expanding Group I criteria. Motion carried unanimously."

The evaluations of the Augmented Site Committee are shown in Appendix O.

EDUCATIONAL PARK STUDY

Park Specifications and Site Needs Committee

Site Selection Criteria and Evaluation of Potential Site Areas

January 10, 1968

The committee believes that potential sites for an educational park should be evaluated on the basis of the nine criteria listed below. Group I criteria are related to human and service factors; Group II criteria are related to economic factors. It is the opinion of the committee that Group I criteria should be given higher priority than Group II criteria.

The committee considered six possible site areas and evaluated each of these on a scale of 1-10 (lowest to highest desirability) on each of the nine criteria. All locations are by area rather than by specific parcel.

SITE I East of Capitol and south of Penetencia Creek
 SITE II Mabury and Jackson
 SITE III Tully and McLaughlin
 SITE IV Quimby east of White Road
 SITE V San Antonio west of King
 SITE VI San Antonio west of Jackson

GROUP I CRITERIA	SITE I	SITE II	SITE III	SITE IV	SITE V	SITE VI
Community Focal Point	7	8	4	4	3	7
Ethnic Mix	8	8	4	4	6	6
Serviceability to Attendance Area	8	7	6	8	2	5
Access	9	8	8	10	5	4
Esthetics	7	6	6	8	3	3
Sub-Total	39	37	28	34	19	25
GROUP II CRITERIA						
Land Availability	9	9	8	9	3	1
Developability	9	8	8	7	4	2
Site Cost	9	9	9	10	4	2
Available Utilities	9	7	10	6	7	9
Sub-Total	36	33	35	32	18	14
Total	75	70	63	66	37	39

Evaluation of Potential Site Areas

COMMUNITY FOCAL POINT (James Lick High School is good existing community center. Use this as guide.)

- I Capitol Avenue location on important transportation route.
- II Near Alexian Brothers Hospital and Overfelt Gardens.
- III Too far from population center of district.
- IV Will assume more community importance in next ten years.
- V Could tie directly to the freeway but is on edge of Eastside district.
- VI Good access and location. Good visual central point from freeways. Large volume of vehicular traffic in area. Adjacent to commercial center.

ETHNIC MIX (within feasible attendance area)

- I Attendance area would provide good ratios of all ethnic groups.
- II Same as I
- III Mostly low economic level with predominance of Mexican-Americans in attendance area. Difficult to achieve satisfactory ethnic mix.
- IV Would have to pull in minority groups from several miles. Would have to cross existing school attendance areas.
- V Predominantly minority group residents adjacent to site.
- VI Very high percentage of minority group residents in area.

SERVICEABILITY TO ATTENDANCE AREA

- I Well located to serve attendance area desired.
- II Relatively well located to serve attendance area desired.
- III Large industrial area on west side of site area.
- IV Could serve the Evergreen area.
- V On district boundary. Normal walking radius very restricted.
- VI Normal walking radius somewhat restricted.

Evaluation of Potential Site Areas

ACCESS

- I Excellent access to major traffic crossing and local neighborhoods. Freeway bi-secting portion of its attendance area, but does have separations allowing crossing the freeway.
- II Increased time distance factors to population. Local access. Near 680 Freeway.
- III Good major street access. It is severed from a portion of its area by the Bayshore Freeway.
- IV Has the least disruption by freeway or other major street access. Walking population okay.
- V King Road primary access. Severed on two sides from its walk-in access. Would require additional busing.
- VI Conflict between student and commute traffic would develop.

ESTHETICS:

- I Opportunity of being integrated with city's Penetencia Creek Park. Trees near creek.
- II Good, but not as much opportunity as Site I. Flatter site. Vertical separation of units. Could locate adjacent to Penetencia Creek. Trees near creek.
- III Could relate to Coyote River Parkway.
- IV Natural topographical features. Opportunity for grading in spatial arrangements of buildings vertically.
- V Freeway too close. Void of any natural or esthetic features. No trees. Poor view of hills or city.
- VI Surrounded by freeway. Void of any natural or esthetic features. No trees. Poor view of hills or city.

Evaluation of Potential Site Areas

LAND AVAILABILITY: (120 acres if possible)

- I District owns 58 acres. Can obtain 70+ additional acres.
- II Large parcels in the area. Creek cuts up the area, but flood control agency plans to straighten out creek since extra bridges would have to be built otherwise.
- III Land available, but would have to reroute Lucretia Ave.
- IV Good land availability north of Quimby Road.
- V Would have to purchase houses adjacent to golf course. Available acreage limited to 70 to 80 acres.
- VI Would need urban renewal, since area is cut by a flood control channel, public schools, churches, and other public services. Would have problem of easements across site (such as sanitary sewer lines).

DEVELOPABILITY

- I 6% grade across site. Landscaping and earth moving problems minimal.
- II Possible stream relocation needed for flood control. Landscaping and earth moving problems minimal.
- III Would have to close Lucretia Avenue. Landscaping and earth moving problems minimal.
- IV Extensive earth moving needed. Possible terracing.
- V Flat. No large trees to remove. May need fill. Necessary to remove many houses and other extensive developments. Subject to flooding. Limited land availability for expansion.
- VI Extensive removal of existing houses, quasi-public buildings and other large structures would be necessary. Requires many streets to be closed and extensive utilities relocation. Acreage inadequate.

Evaluation of Potential Site Areas

SITE COST:

- I Site half acquired.
- II Land slightly cheaper than site I.
- III Land slightly cheaper than site I.
- IV Appears to be least expensive site.
- V Golf course very expensive to purchase, plus individual home purchases. Could prove to be two to three times more costly than sites I through IV.
- VI Would need urban renewal. Would have to buy churches, schools, etc. Many individual purchases. Could prove to be two to three times more costly than sites I through IV.

AVAILABLE UTILITIES

- I Utilities readily available.
- II Would have to run new lines - not enough water.
- III Utilities readily available.
- IV Capital outlay for water supply needed.
- V Utilities may have to be redone. Subject to flooding.
- VI Utilities may have to be redone.

APPENDIX O

SITE EVALUATIONS OF AUGMENTED SITE COMMITTEE

EDUCATIONAL PARK STUDY

Site Evaluations by Members of the Augmented Site Committee

Site Areas: I - East of Capitol Avenue and South of Penetencia Creek Road
 II - Mabury Road and Jackson Avenue
 V - San Antonio Street West of King Road (vicinity
 of Thunderbird Golf Course)
 VI - San Antonio Street West of Jackson Avenue

Rating Scale: 1 - Poor
 2 - Fair
 3 - Adequate
 4 - Good
 5 - Excellent

CRITERIA (Group I)	RATINGS OF COMMITTEE MEMBERS							
	Site I	Average Rating	Site II	Average Rating	Site V	Average Rating	Site VI	Average Rating
1. Community Focal Point	4-1-4 5-5-1 4	3.43	4-2-5 4-4-1 5	3.57	3-2-2 2-2-5 3	2.71	4-4-2 4-3-5 4	3.71
2. Ethnic and Socio- economic Mix	4-2-5 3-4-1 5	3.43	4-3-4 5-4-1 5	3.71	4-4-2 3-3-5 5	3.71	4-4-2 3-3-5 5	3.71
3. Service- ability to Attendance Area	4-4-4 3-4-2 4	3.57	3-4-5 5-4-2 5	4.0	2-2-2 2-3-NR* 1	2.00	2-3-2 3-3-5 2	2.86
4. Access to Students	3-3-4 4-5-1 4	3.43	4-4-4 4-5-2 4	3.86	2-2-2 2-3-5 3	2.71	3-3-2 3-3-5 2	3.00
5. Access to Public	3-1-4 4-4-1 3	2.86	3-3-5 3-4-1 3	3.14	2-3-3 3-3-5 3	3.14	3-3-3 4-3-5 3	3.43
6. Physical Environment	4-5-5 5-5-1 5	4.29	3-4-4 4-4-1 4	3.43	2-1-1 3-3-5 2	2.42	3-1-1 3-3-5 3	2.71

*NR = No Rating

NOTE: One member submitted no ratings but expressed a preference for Site 2

EDUCATIONAL PARK STUDY

Comments submitted by Mrs. Marie Johnson for consideration by
the Augmented Site Committee

(as amended at meeting of 2/26/68)

Since the committee has already given considerable attention to the economic factors determining site selection, we should now concentrate on the human factors, namely the sociological and psychological effects the park site will have on the children, their parents and the total community.

The chief concern should, of course, be ethnic mix, but, since the district has already stated that pupils will have to be transported in order to achieve balance, then, we may proceed to other questions such as:

1. Is the park's location going to best serve the disadvantaged minorities, who happen to be the undermotivated, low achievers, or is the location going to best serve the majority?
2. Will low-income families, with transportation problems, find it easy to utilize school facilities and, thereby, participate fully in school activities?
3. Will pupils of dominant white culture be afforded the educational opportunity to benefit from direct exposure to the minority community so as to develop realistic and appreciative insights?
4. Will the various, related community services such as library, theater, health services, child care centers, etc., which projected plans for the educational park include, be readily accessible to the disadvantaged where the need is greatest?
5. Will the community of the minority groups and disadvantaged be upgraded by the proximity of the educational park?
6. Will the location of the park contribute to the overall compensatory values and goals of the park as outlined in the originally defined concept?
7. Is it more advantageous and acceptable to transport minority students to the majority community or vice versa--to transport majority pupils into, or near, the minority neighborhood?

APPENDIX P

STAFF PAPER, "THE SITE QUESTION"

THE SITE QUESTION

by

Henry C. Jensen, Director

March 8, 1968

Throughout the course of the Educational Park Study a remarkably high level of interest and enthusiasm has been demonstrated by the members of the Blue Ribbon Advisory Committee and the Action Committees--Curriculum, Inter-Agency, Inter-Group Relations and Park Specifications and Site Needs. Diversity rather than uniformity of opinion has been sought from the outset and has characterized the discussions at committee meetings. Members have been free to express their ideas, to challenge the existing educational program and to make recommendations for improving education for the youth and adults of East San Jose.

The structure of the study and the diversified make-up of the committees have encouraged a wide range of proposals to come forth. Despite this diversity, certain threads of consensus are discernable as one studies the minutes of the meetings. Bearing in mind that consensus is not unanimity, it seems fair to state that most people involved in the study to date would agree on the following:

1. The educational park concept holds considerable promise for improving the quality of education for youth and adults on the East Side.
2. The educational program should be broad enough to meet the needs of all students, regardless of socio-economic or ethnic background.
3. Special effort must be made to enhance the self-esteem and motivation of disadvantaged youth, particularly those from our Mexican-American and Negro minorities.
4. The program of the educational park should include efforts to improve communication among all racial and ethnic groups and between youth and adults.
5. The racial, ethnic and socio-economic make-up of the student body should be representative of the district's population.
6. The educational park should be a source of community pride and identity for the East Side.

The Site Question

7. The park should include facilities for cultural, recreational and social service programs through combining the resources of many community agencies. Such programs should be readily accessible to the citizens on a year-round basis.
8. Minority groups should be adequately represented on all levels of personnel in the park.
9. Personnel and program will determine the success of the park. Facilities are important, but secondary. They should be attractive, economical and designed to enhance the purposes of the program.

While individuals involved in the study may demur on some aspects of the above statements, there has been little if any substantive disagreement on them. The consensus which appears to exist on these points would form a very solid foundation indeed for the ultimate success of an educational park in any community.

The one issue on which a fundamental difference of opinion has emerged is that of site location. Stated in its simplest terms the issue is this: Will the physical location of the park add to or detract from the purposes to be served, particularly as these relate to overcoming the educational handicaps of disadvantaged members of the community?

The Augmented Site Committee, appointed by the Chairman of the Blue Ribbon Advisory Committee on February 2, 1968, has been addressing itself to this issue for the past month. Some members of the Augmented Site Committee have stated strong preference for a site located close to the Mayfair area. They hold that such a site would offer greater incentive to increase motivation for the disadvantaged by making the services of the park more easily accessible to low income families and by providing a symbol of community pride with which they can identify in their immediate neighborhood. In addition, they hold that students from the more advantaged neighborhoods would gain in their understanding and appreciation of the problems of low income families if they attend a school located in a disadvantaged neighborhood.

Other members of the Augmented Site Committee argue for a site more centrally located in the attendance area to be served. They feel that the attractiveness of the park as a community focal point for all segments of the population will be enhanced by locating it on a site which is presently undeveloped and which offers much greater flexibility in designing an attractive physical environment. They also feel that transportation time and costs would be more equitable in such a site and that the difference in land costs are great enough to justify such a choice.

Lengthy discussions of the relative merits of the two areas - Mayfair vs. a central location - have been conducted at three meetings of the committee. The meetings have been useful in clarifying the positions of the members and in sharpening the issue. But the issue remains unresolved.

The Site Question

In an effort to assist the Augmented Site Committee and the Blue Ribbon Advisory Committee in resolving the site issue, the EPS staff has conducted an extensive review of the materials at its disposal. These materials include books, pamphlets and articles on education for the disadvantaged; papers on school facilities planning; publications of the State Department of Education; and more general papers on architecture and urban planning.

As a result of this review of the literature, the following generalizations are made:

1. Most works on the education of the disadvantaged are devoted almost entirely to analysis of the nature of educational disadvantage and to prescription for programs aimed at remediation and compensatory education. Direct references to facilities or their geographical location are conspicuous by their absence in most of these works.
2. Virtually all of the authors support integration but caution that integration without well planned programs to compensate for disadvantage is futile.
3. The writers are strongly supportive of programs which bring the total resources of the community to bear on the problems faced by people in our urban society. The school, they contend, cannot operate in isolation from the total fabric of community life.
4. It is not only the poor or the minority groups who are "disadvantaged." The white middle class majority is also handicapped when the social structure of the community and its agencies, including the school, isolates them into pockets of affluence with no meaningful interaction between them and other segments of the population.

These readings lead the staff to the conclusion that the areas of consensus identified above very definitely represent movement in the right direction. The educational park concept, as it has developed throughout the course of our study, is clearly on the right track if we are to create an educational environment which can enrich the lives of all our people and which can help make our community an attractive and exciting place for all of us.

Attached you will find a rather extensive series of quotations from the writings we have reviewed. None of them will provide a final and secure answer to the difficult question of site location. All of them, however, can offer clues and insights most useful as we seek to find our own best answer.

QUOTATIONS ON EDUCATIONAL ENVIRONMENT,
SITE LOCATION AND RELATED MATTERS

Havighurst, Robert J. - Professor of Urban Education, Fordham Univ.
"The Crisis in the Cities - Sociology"
in, "The Schoolhouse in the City," Vol. I, "Crises and Solutions"
School Planning Laboratories, Stanford University
July 10, 1967

In the medium-sized city it appears that the educational park concept may find its most useful application, provided it can be designed and located in relation to other centers of public and private-supported services so as to fit into a future harmonious whole.

Temko, Alan - Center for Planning and Developmental Research,
University of California at Berkeley
"The Crisis in the Cities - Planning"
in, "The Schoolhouse in the City," Vol. I, "Crises and Solutions"
School Planning Laboratories, Stanford University
July 10, 1967

I would close these remarks with the observation that the best school we have is the environment, if we simply look at it and make it work at its optimum potentiality, and much has been said today about making the school a community building resource and I quite agree with that.

Brain, George B. - Dean, College of Education, Washington State University
"The Crisis in the Schools - School Superintendent"
in, "The Schoolhouse in the City," Vol. I, "Crises and Solutions"
School Planning Laboratories, Stanford University
July 10, 1967

. . . pupils disadvantaged by poverty, residing often in squalor, are deprived of environmental conditions through which their attitudes may be uplifted to the beauty and natural splendor that surrounds pupils in other sections of the city.

Sargent, Cyril G. - Professor of Education, City College of New York
"The Crisis in the Schools - School Planner"
in, "The Schoolhouse in the City," Vol. I, "Crises and Solutions"
School Planning Laboratories, Stanford University
July 10, 1967

Coupled with this simplistic approach is the isolation of the educational planner from the dynamics of city development. Not all this isolation is of his own making, but he has been taught at his schools of education that education is a unique function of government

and since it is unique it follows that it must be separate, and being separate it further follows that it must keep out of politics. Probably, this is one of the most tragic myths in the whole field of education, but it has been believed, adhered to, and emotionally made an article of faith. For the educational planner it is fatal. What the housing authority does, what areas the urban renewal agency is moving on, how the highway people plan to cut up the city and, how and where the parochial school people plan to build, all centrally affect his analysis. Conversely, how the school buildings can be made to serve a constructive and conserving or revitalizing force in an urban redevelopment area, how they can help achieve stability of population, how they can facilitate the pluralism of our society, all must be terms in the analysis and program formulation of the educational planner.

Gores, Harold B. - President, Educational Facilities Laboratories
"Opening Remarks"
in, "The Schoolhouse in the City," Vol I, "Crises and Solutions"
School Planning Laboratories, Stanford University
July 11, 1967

A building is a 60 year decision which cannot later be erased by taking a vote. It just stands there to serve or to haunt whoever determined where it would be and what it would be. The best tip-off as to whether a city understands what it is, what its problems are, and what it must become, is what it is doing about its schoolhouses.

We know now, though, that if monolithic line and staff administration (imported by Horace Mann from Prussia more than a century ago) is replaced by decentralized control, by schools-within-schools, by houses, by subschools, then a school can be as large as it needs to be - and still be good.

Increasingly, I see the development of schools which aren't just for children, but are for people. To be sure, the young need to be served, but the schoolhouse committed only to the young is too specialized for the city's good. Indeed, if all parts of our cities are to become good places for good people to live, committing the schools solely to the young is too slow a process. Adults need the schoolhouse as much as children do. And adults determine what happens now, not a generation hence. To put the matter in bluntest terms, the schoolhouse in the slums should be the people's college, their town hall, their cultural center, their country club, their school.

Schools are sub systems of government. Unless schools are planned within the total planning of the community three dire consequences are predictable:

1. Schools will be located where someday nobody may live.
2. They will fail to acquire buffer zones and tentacles reaching out to the community and therefore will be islands.
3. They won't get the money, much of which will be coming from Washington under conditions which require total community planning.

Fischer, John H. - President, Teachers College, Columbia University
"Solutions for the Cities: Education"
in, "The Schoolhouse in the City," Vol. I, "Crises and Solutions"
School Planning Laboratories, Stanford University
July 11, 1967

We need a new vision, newly shared, of what city life at its best might be, and do, and give.

Lewis Mumford put it well:

"We must now conceive the city not primarily as a place of business or government, but as an essential organ for expressing and actualizing the new human personality Not industry but education will be the center of . . . (activity) and every process and function will be approved . . . to the extent that it furthers human development . . . For the City should be an organ of love; and the best economy of cities is the care and culture of men."

Urban planning that does not now include educational planning is not only unrealistic; it is irresponsible. Such planning must moreover go far beyond perfunctory review of the size and location of new school sites. It must confront questions of curriculum, attendance patterns, teacher supply, financial support; in brief, the whole complex interrelationship between the development of schools and the total development of the city.

Sullivan, Neil V. - Superintendent, Berkeley Public Schools
"The New Schoolhouse: Ways and Means"
in, "The Schoolhouse in the City," Vol. III, "The New City Schoolhouse"
School Planning Laboratory, Stanford University
July 13, 1967

Separation, segregation, second-class citizenship, consequent alienation are facts of modern ghetto life. The hot summer night violence will become a ghetto tradition through this land if we fail to see and deal with this new reality. Together with the prisoners of the ghetto, we must refurbish the city in a human, multi-racial image.

No package will suffice which, like classic urban renewal, displaces slum inhabitants and pushes them into new ghettos.

Compensatory education in the setting of slum disinheritance and destitution is a waste of talent, money and time. Education in the silken ghetto of the "hill schools" is inferior and unreal in today's problem-ridden world.

The Pittsburgh plan includes the emphasis on human, physical and social redevelopment of a city slum area but also (unlike HUD) breaks down ghetto separation in comprehensive fashion. It contrasts with the traditional urban development, notable previously in Pittsburgh and in most metropolitan centers, which refurbishes an area physically and economically at the expense of the poor who typically are displaced and moved into new, tighter packed ghettos.

Calkins, Hugh - Attorney, Member - Board of Education, Cleveland
"The New City Schoolhouse: Finance"
in, "The Schoolhouse in the City," Vol. III, "The New City Schoolhouse"
School Planning Laboratory, Stanford University
July 14, 1967

Our second objective is to create a city and a school system which will bring in a counterflow of middle income families with children to live in the city.

Firman, William D. - The University of the State of New York
"The New City Schoolhouse: Government"
in, "The Schoolhouse in the City," Vol. III, "The New City Schoolhouse"
School Planning Laboratory, Stanford University
July 14, 1967

School facilities and program, modern and attractive, developed as a result of comprehensive community planning with professional leadership: schools which reflect the best in modern design; planned to provide flexibility in utilization, and located in attractive environments.

School complexes sufficiently large to provide comprehensiveness of programs and services with economy and efficiency, but with services of the school kept close to the individual pupils. These educational complexes might be viewed as multi-building arrangements, with a specialization of building functions where such specialization is appropriate.

Educational complexes located initially in geographic areas outside the city core and its zone of transition serving a sufficiently large cosmopolitan population as to permit balancing of ethnic and other groups.

Friedberg, M. Paul - Landscape Architect, New York
"The New City Schoolhouse: Architecture/Planning"
in, "The Schoolhouse in the City," Vol. III, "The New City Schoolhouse"
School Planning Laboratory, Stanford University
July 14, 1967

Therefore, the emphasis must be placed in the development of an enriched environment to provide a positive objective in contrast with the traditional facilities which are nothing more than a holding action.

Wolff, Max - Senior Research Sociologist, Center for Urban Education
"Educational Park Development in the United States, 1967"
(A survey of current development plans)
The Center for Urban Education, New York
August, 1967

Opponents of these parks (in New York City) object to the sites selected because they do not provide for the desegregation of any of the existing ghetto schools, although the parks themselves will be somewhat integrated by reaching out in their zoning to draw children from mixed areas or from areas of minority-group concentration. The Commissioner of Education of the State is deciding a case brought before him by the parents of children in four communities in East Brooklyn demanding that an educational park for middle-school children be built at a site central to the four areas.

Proponents of the East Brooklyn park emphasize the need to desegregate schools at the middle and secondary school level, providing more equal educational opportunity as the primary criterion for site selection for an educational park. The Board of Education has officially endorsed the concept of educational park development. The controversy centers now, not on the merits of the idea, but on the priority of purposes to be served and the consequent choice of sites.

In August, 1967, the Superintendent of Schools of Chicago announced a new report suggesting a 30-year program of development of educational parks to be built on eight to 10 peninsulas to be created along the city's lake front, with 15 to 20 other such parks built around the rim of the city drawing in the suburban population.

Consultants on educational parks (in Detroit) have met with the reorganization committee and studies are under way. Any plan proposed must meet the problems of combining suburban and central city school districts and of drawing together the many nationality strains in the population now sharply separated by residential barriers.

Max Wolff, (con't)

A special "Task Force for Civil Rights" appointed by the Mayor [of Baltimore] recently recommended the creation of a "metropolitan educational park on an arterial road easily accessible to the city and some suburbs" to provide a high-quality integrated school facility for suburban pupils and for some of the Negro students of Baltimore.

San Antonio, Texas with a population of about 588,000 has a minority group school population of only 14 per cent. Sixty-six per cent of these children attend totally segregated schools, however. San Antonio has applied for a Federal Model Cities Demonstration Program. They plan to build an educational park in the area of the demonstration plan.

Several plans [for Washington, D.C.] are under active discussion now, including one by our office at the Center that would build a network of educational parks on the air-rights over railroads drawing together the city and suburban school populations.

A new proposal by the superintendent of schools [in Buffalo] was made in March 1967 and will be the subject of a conference in the fall of 1967 sponsored by the board of education and the chamber of commerce. The proposal calls for the construction of an educational park to be built near the Buffalo University, to draw its students from the City of Buffalo and from one or more of the nearby suburbs.

St. Paul, Minnesota with a stable population of about 311,000 has a feasibility study under way to determine how the concept can be applied. The proposal is addressed to the problems of de facto segregation in the core city. The possibility of establishing the park in suburban areas with zoning-in of the core city population is being explored.

Ft. Lauderdale's Nova Complex: The outstanding and perhaps unique example of a large educational park serves students in Broward County, Florida. This park has been in operation for four years receiving its students on an optional basis. Any Broward County child may apply. At present, Nova includes grades one through fourteen, in an elementary school, a junior-senior high school and a junior college. An additional senior high school and junior college are now under construction. Private developers have purchased adjacent land for the construction of a senior university. Students even in the elementary years travel to Nova from as far as fifteen miles away, even though neighborhood facilities are available to them, because of the unique educational opportunities provided.

Max Wolff (con't)

The long range goal [in Bridgeport, Conn.] is to develop educational park types of cooperation among the three school levels. The location of the new middle schools is designed to permit urban-suburban interchange in the future. The local branch of the National Association for the Advancement of Colored People is pressing for more prompt development of educational parks.

"Schools Can be Desegregated"

U. S. Commission on Civil Rights

U. S. Government Printing Office, CCR Clearinghouse Publication, No. 8
June, 1967

The educational park technique can be adapted to almost any city. Proposals for education parks for small cities call for one facility to serve the entire city; proposals for larger cities suggest several parks, each serving a segment of the city or particular grade levels. Some educators believe that education parks are the most feasible means for desegregating school districts in metropolitan areas since they could be located to attract students from the city and adjacent suburban areas.

McDonald, Frederick J. - Professor of Educational Psychology, School of Education, Stanford University

"Solutions for the Cities: Psychology"

in, "The Schoolhouse in the City," Vol. I, "Crises and Solutions"
School Planning Laboratories, Stanford University
July 11, 1967

Let us begin by making some assumptions. First, that the locale of education will be determined, not by the location of the child's family, but by such other factors as the ability to concentrate resources in a useful way.

There is . . . a widespread belief that moving the child from his immediate environment creates psychological difficulties for him. While this is not improbable, neither is the evidence overwhelming that the consequences are uniformly undesirable. So little mobility has been tried that it can be said that we really do not know what the consequences would be, and that our predictions are largely speculations about what might happen.

"The Schoolhouse in the City"

Educational Facilities Laboratories, New York, N.Y.
October, 1966

Increasingly, society is asking that new schools be planned in such a way that they are integrated or, at the very least, so that segregation is substantially reduced. And, the new schoolhouses must be equipped with, or designed to accommodate

facilities for the community services they inevitably will be asked to provide.

No longer can new schools be located by spot-map, putting schools wherever the dots (children) are clustered. And the school, when it is built, cannot be designed solely as a place where teachers and children meet in standard classes--September to June--for a thousand hours a year.

The city school, wherever it is placed and whatever its size and facilities, is inextricably enmeshed in the sociology of the city. By its presence it either speeds the day when the city, in all its parts, becomes a good place for good people to live, or it stands aside, a sullen fortress inviting some other kind of institution to take its place.

One of two educational parks planned by the City [of New York] will straddle the boundary between the Boroughs of Manhattan and the Bronx. Called the John F. Kennedy Educational Park, the new complex will include a high school for 4,000 pupils and a combination intermediate and elementary school housing 2,000 pupils. A third school is under consideration, either for intermediate or elementary grades. Because of its location and access to public transportation, the park will draw pupils both from the predominantly white northwest Bronx and the heavily Negro and Puerto Rico areas of northern Manhattan.

With their new facilities and programs, school officials hope the educational parks will achieve a stature that will appeal to parents in order to slow or stop the exodus of middle-class families to the suburbs and help attract some suburbanites back to the City.

That possibility may be enhanced by the projected location of the parks in more agreeable and economical open space near the periphery of the City rather than in congested, downtown locations.

The schoolhouse in the city cannot by itself become the dominant element in urban social planning. But the schools, as reflected by the buildings in which they operate, can be a magnet to hold or attract those who have the choice. Or, they can speed the exodus and compound the urban social issues with which the nation is grappling.

Forbes, Jack D., PhD. - Far West Laboratory for Educational Research and Development

"Proposal for a Community Educational Center to Replace the Secondary School"

Far West Laboratories

May, 1967

The kind of community education center outlined above cannot come into existence immediately, because changes in state law will require time and effort. Nor will it be successful

Jack Forbes (con't)

as regards culturally different students unless it possesses a rich, multi-cultural atmosphere which is relevant to, and appreciative of, the cultural contributions of the population being served.

Hoffman, James - editor

"The Final Report of the Committee Studying Racial Imbalance in the Grand Rapids Public School System"

Grand Rapids Public School System

June 13, 1966

. . . we recommend:

9. that central campus school situations be explored firmly by the Board and administrators.
10. that the Board of Education restudy the possibility of realignment of elementary school district feeder patterns to junior and senior high schools for a better racial balance in our schools.
11. that the Board of Education select future sites for junior and senior high schools that take into consideration the housing and student population patterns so that a greater balance of races be accomplished wherever practical.

"The Quest for Racial Equality in the Pittsburgh Public Schools"

The Annual Report for 1965

Board of Public Education, Pittsburgh, Pa.

1965

The new high schools, with student populations ranging from 3000 to 5000 or more, would be large enough to serve broad and diverse geographic segments of the community and would serve ultimately as the centers of the Parks. The sites would be selected cooperatively with the City Planning Commission and other governmental agencies, and would be sources of great civic pride as well as community service. The high schools should be consistent in every way with our "stretch for excellence." They should be adaptable to the needs of strong basic academic programs as well as occupational, vocational, and technical programs. They should become the heart of community social, cultural, and recreational activities.

To reiterate, a primary objective of the Education Park idea is the racial integration of the schools in those sections of the city to be served, through a distinctively high quality education program. Accordingly, an Education Park must be sited so that, at the time of its inception,

its schools will be strategically located to serve communities consisting of different racial and socioeconomic groups. It is intended that, over time, Education Parks will provide a school and community environment so attractive that they will stimulate increased voluntary racial integration within and among these sections of the city, particularly in their residential patterns. To realize its fullest potential, an Education Park must serve a section of the city comprised of youth and adults representative of the full range of our heterogeneous social, economic and intellectual society.

Riles, Wilson C. - Director of Compensatory Education, California State Department of Education
"National Conference on Education of the Disadvantaged"
U. S. Dept. of Health, Education, and Welfare
July 18, 1966

With regard to construction: We have received a number of projects that contained a component for reducing class size, and had to make a judgment as to whether we would permit building permanent structures in ghettos. In the \$74 million we have allocated we have not approved one permanent construction component. We have taken the position that the youngsters need help now, and not 2 or 3 years from now, after a building has been constructed.

"The Great High Schools of Pittsburgh"
Board of Public Education, Pittsburgh

WHERE WILL THE GREAT HIGH SCHOOLS BE LOCATED?

Each is strategically located in an area handy to mass transit lines and highways and will require the minimum or relocation of households and businesses.

Tyler, Dr. Ralph W. - Director, Center for Advanced Study in the Behavioral Sciences, Stanford, California
"The Task Ahead"
in, "National Conference on Education of the Disadvantaged"
U. S. Dept. of Health, Education, and Welfare
July 18, 1966

Educational disadvantages are of many sorts, and an individual child may suffer from one or more of them. Among the more common handicaps to learning are: limited early experience in learning in the home and neighborhood; no encouragement given to learning; lack of confidence in one's ability to learn; limitations in early language development; lack of attractive examples of learning in the home or neighborhood that would serve to stimulate

learning; lack of supporting materials and facilities in the home, neighborhood or school, such as places for study, books, art objects, musical performances. Further common handicaps are imposed when values instilled in the home are in conflict with values assumed in the school, when the content of school learning is perceived by the child as irrelevant to his life, interests, and needs, or when the child suffers from inadequate nutrition, ill health, or physical and mental disabilities. These educational disadvantages may result from various conditions such as poverty, a broken home, a low educational level in the home or neighborhood, or the fact that the English language is not used in the home. Or they may be caused by delinquency or neglect in the child's home or neighborhood, by family ill health, or by limited community services in the areas of education, health, recreation, and culture.

Mosler, David - Research Assistant
"The Culturally Different Child in American Schools"
Santa Clara County Supplementary Education Center
August 1, 1967

Community: The school must integrate the community surrounding it into any program for the culturally different. The parents of the student participants will manifest behavior patterns similar to the students themselves and be unlikely to take part in school activities because of shyness and lack of information; therefore, the school must initiate and stimulate interest within the community for the educational program. The school should be open more often to community functions such as speakers or mass meetings. Administrators and other personnel should devote a large portion of their time to establishing and maintaining contacts with the community. Police should be invited to the school to explain their duties and functions in the neighborhood. Church organizations should be asked to integrate some of their activities with those of the school, and civic organizations could easily supplement the education program with their own activities. In short, the school should take the lead as an active and initiating institution rather than the usual passive acquiescence within the community.

"Community Action in New Haven"
Experience Report 104
Community Relations Service
U. S. Conference of Mayors

The cornerstone of neighborhood effort is the community school. Here are centered educational, recreational and cultural activities for all ages. A network of health

and welfare services are being developed in the context of school, family and neighborhood and are closely related to services provided through Neighborhood Employment Centers. The CPI neighborhood staff supports the community school functions. Community school administrative responsibility rests with the Board of Education and is carried out by an Assistant Principal responsible to the school principal.

"Equality of Educational Opportunity"

U. S. Dept. of Health, Education, and Welfare

U. S. Government Printing Office

1966

Thus, if a white pupil from a home that is strongly and effectively supportive of education is put in a school where most pupils do not come from such homes, his achievement will be little different than if he were in a school composed of others like himself. But if a minority pupil from a home without much educational strength is put with schoolmates with strong educational backgrounds, his achievement is likely to increase.

It appears that variations in the facilities and curriculum of the schools accounts for relatively little variation in pupil achievement insofar as this is measured by standard tests. Again, it is for majority whites that the variations make the least difference; for minorities, they make somewhat more difference.

The average white student's achievement is less affected by the strength or weakness of his school's facilities, curricula, and teachers than is the average minority pupil's. To put it another way, the achievement of minority pupils depends more on the schools they attend than does the achievement of majority pupils.

"Equal Educational Opportunities in the Cities"

The Report of the Hartford Conference

March 2, 1967

If the school is outside the neighborhood, won't it be hard to get parent participation?

The educational park will be the community's cultural and recreational center. Parents will come for their own adult education or retraining classes, for professional entertainment in the great theater, and for parent meetings. The pride that the community can have in a great local institution will have a strong drawing power.

"Program Report"

Community Progress, Inc., New Haven, Conn.
Spring, 1964

The Community School is a significant part of progress in New Haven. The Community School is an education center, a neighborhood civic center, a center for community health services and the like. Indeed, the Community School is designed to be the center for open consideration of community problems, and for democratic discussion and decision.

The basic philosophy of the Community School describes them as follows:

1. an educational institution--a place for children and adults to study and learn.
2. a neighborhood community center--with programs of civic, recreational, cultural and sports scheduled for all ages and groups.
3. a community service center--where individuals and families may obtain health services, counseling, legal aid, employment services and the like.
4. a center of neighborhood life--an agency that will assist citizens in the study and the solution of significant neighborhood concerns.

"California Laws and Policies Relating to Equal Opportunities in Education"

California State Department of Education
1966

SCHOOL SITES:

California Administrative Code, Title 5

Section 2001. Standards. The Department of Education shall give special attention to the factors listed below when approving school sites:

(c) Ethnic Composition of the Area.

- (1) Present ethnic composition of the area.
- (2) Probably future ethnic composition of the area.
- (3) Degree of concentration or dispersion of residents of different ethnic groups.
- (4) Proximity to the proposed site of residents of various ethnic groups.
- (5) Effect on ethnic composition of existing schools adjacent to the proposed site.

NOTE: In October, 1963, the Sacramento Superior Court, relying on the Jackson case, characterized a school composed predominantly of Negro and other ethnic minorities as a racially segregated

school, and directed the Sacramento City Board of Education to complete a study and evaluation based on the factors suggested by the State Board of Education in its regulations and to evolve a plan for the school in conformity with law (Keller v. Sacramento City Unified School District).

SCHOOL ATTENDANCE AREAS AND PRACTICES:

California Administrative Code, Title 5

Section 2010. State Board Policy. It is the declared policy of the State Board of Education that persons or agencies responsible for the establishment of school attendance centers or the assignment of pupils thereto shall exert all effort to avoid and eliminate segregation of children on account of race or color.

Section 2011. Establishment of School Attendance Areas and School Attendance Practices in School Districts. For the purpose of avoiding, insofar as practicable, the establishment of attendance areas and attendance practices which in practical effect discriminate upon an ethnic basis against pupils or their families or which in practical effect tend to establish or maintain segregation on an ethnic basis, the governing board of a school district in establishing attendance areas and attendance practices in the district shall include among the factors considered the following:

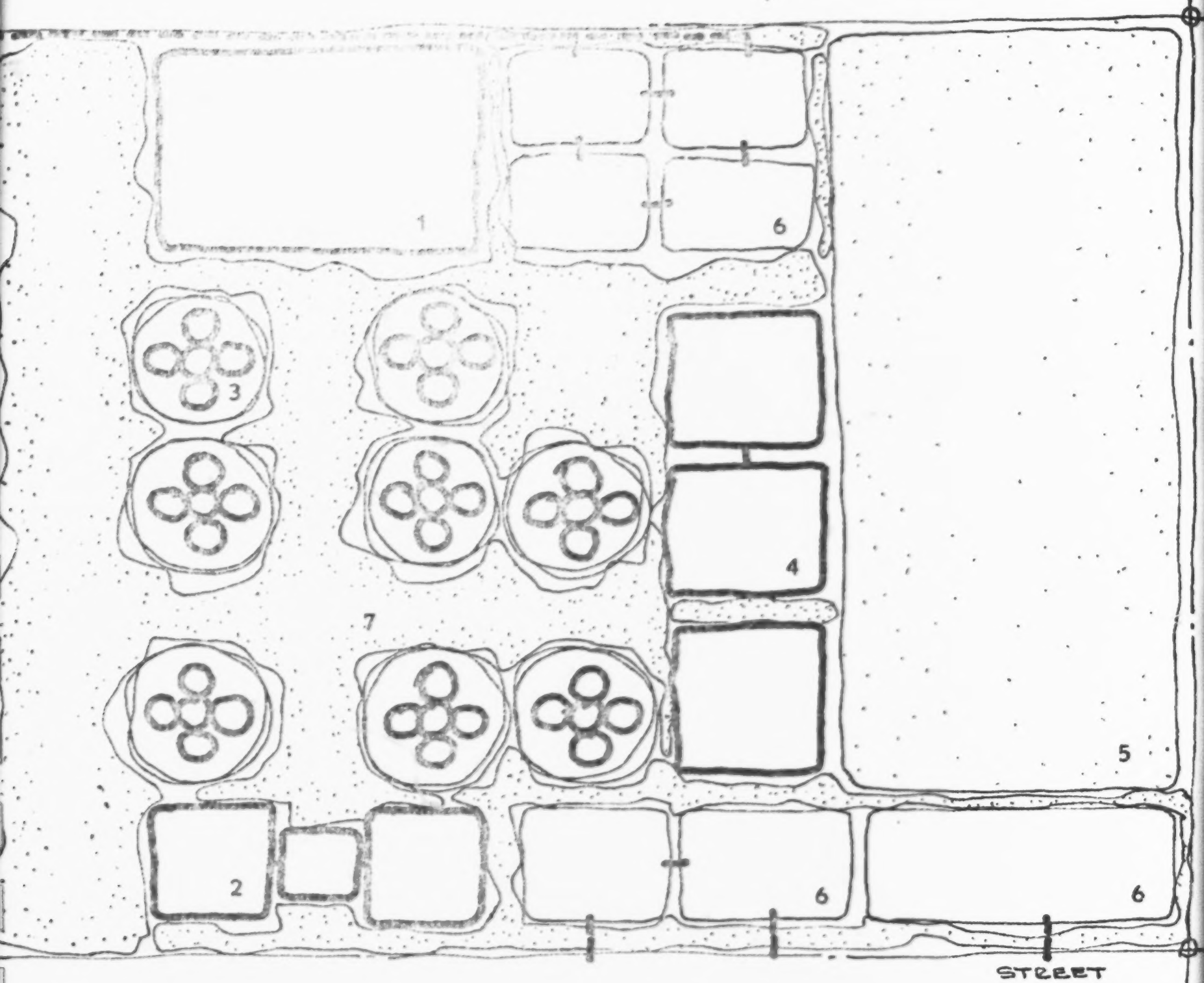
- (a) The ethnic composition of the residents in the immediate area of the school.
- (b) The ethnic composition of the residents in the territory peripheral to the immediate area of the school.
- (c) The effect on the ethnic composition of the student body of the school based upon alternate plans for establishing the attendance area or attendance practice.
- (d) The effect on the ethnic composition of the student body of adjacent schools based upon alternate plans for establishing an attendance area or an attendance practice.
- (e) The effect on the ethnic composition of the student body of the school and of adjacent schools of the use of transportation presently necessary and provided either by a parent or the district.

NOTE: In 1963 the California Supreme Court recognized that this policy is a legal obligation upon all school boards charged with fixing the boundaries of school districts (Jackson v. Pasadena School District, 59 Cal. 2d 876). In an opinion on the subject (42 Ops. Cal. Atty. Gen. 33), the California Attorney General concluded: "The governing

board of a school district may consider race as a factor in adopting a school attendance plan, if the purpose of considering the racial factor is to effect desegregation in the schools, and the plan is reasonably related to the accomplishment of that purpose."

In 1947, the U.S. Circuit Court of Appeals affirmed a lower court ruling that the segregation of children of Mexican descent in separate schools was not authorized by California statutes and violated the Fourteenth Amendment to the U.S. Constitution by depriving them of liberty and property without due process of law and by denying to them the equal protection of the laws. (Mendez et al. v. Westminster School District of Orange County et al., 64 F. Supp. 544 and 161 F. 2d 774).

APPENDIX Q
ARCHITECT'S SKETCHES

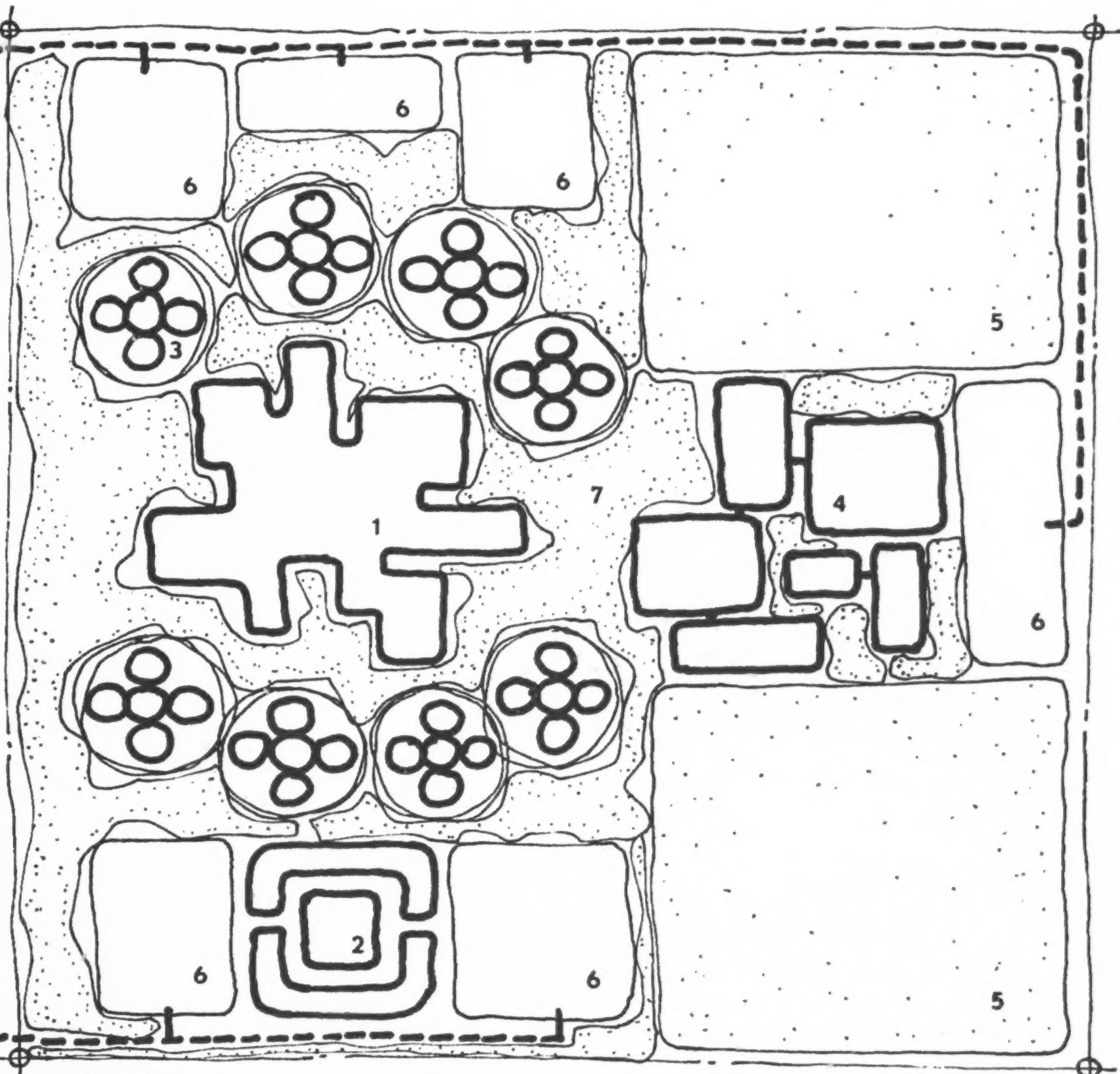


LEGEND

- 1 central educational & cultural facilities
- 2 community & agency facilities
- 3 student home bases & general academic subject facilities
- 4 recreational facilities
- 5 recreational areas
- 6 parking
- 7 campus

EDUCATIONAL PARK STUDY RECTANGULAR SITE		EPS 1 of shts.	
ALLAN M WALTER AND ASSOCIATES inc. 2000 clamar way san jose 28 california		drawn <i>AW</i> checked	scale. <i>NONE</i> date. <i>4.5.68</i> job

STREET



LEGEND

- 1 central educational & cultural facilities
- 2 community & agency facilities
- 3 student home base & general academic subject facilities
- 4 recreational facilities
- 5 recreational areas
- 6 parking
- 7 campus

EDUCATIONAL PARK STUDY
SQUARE SITE

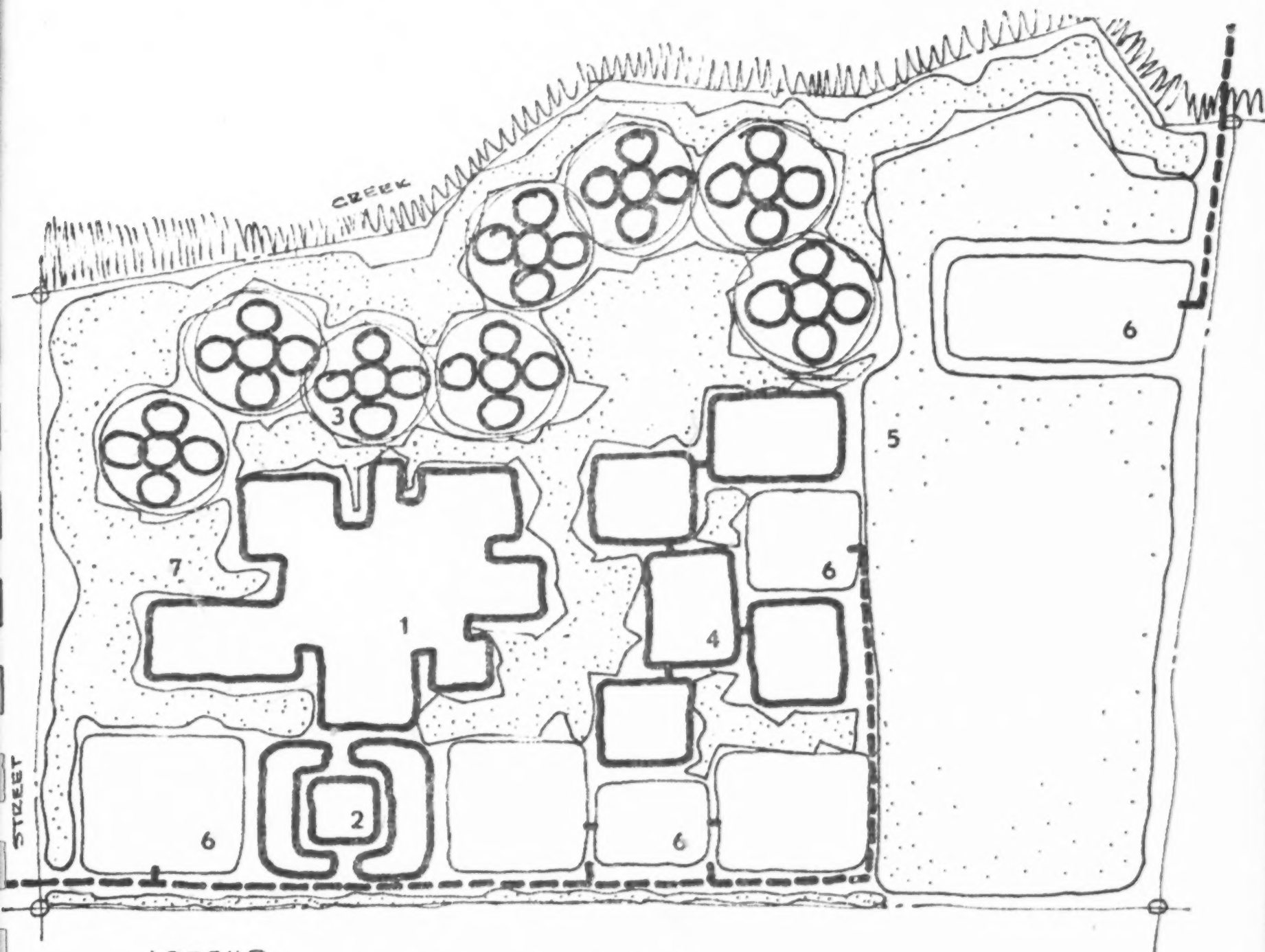
ALLAN M WALTER AND ASSOCIATES inc.
2060 clamar way
san jose 28 california

drawn *AW*
checked

scale. NONE
date. 4.5.68

EPS 2
of shts.

job



LEGEND

- 1 central educational & cultural facilities
- 2 community & agency facilities
- 3 student home base & general academic subject facilities
- 4 recreational facilities
- 5 recreational areas
- 6 parking
- 7 campus

EDUCATIONAL PARK STUDY SITE WITH CREEK

ALLAN M WALTER AND ASSOCIATES inc.
2050 clarmar way
san jose 28 california

drawn *AW*

checked

scale. NONE

date. 4.5.68

EPS 3

of shts.

job